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ABSTRACT

Based on a successful high school student exchange program, a curriculum was designed to bring together Hispanic students learning English and Anglo students learning Spanish for intercultural experiences. The flexible curriculum includes over 40 activities that students can participate in while meeting together once a week for either a brief period (several weeks) or an entire term. The activities deal with issues, including cultural misconceptions, found to be of interest to high school students, and that may be appropriate for subjects other than language. Topics include verbal and nonverbal communication, family structure and customs, male-female relationships, lifestyle, food and manners, religion and superstition, holidays, schooling, music and dance, and the "American dream." The teaching guide consists of explanations for each activity, containing a list of issues for group discussion, hints for preparation, and follow-up assignments. Student worksheets for each activity, in Spanish and English, are appended. A form for student evaluation of the program and a brief bibliography are also included. (MSE)

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Project: Exchange

Proyecto: Intercambio

— A Guide to Exploring Hispanic and North American Cultures

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Graphics by Janice Rook

Introduction

The reason that most people study another language is to communicate with the people who speak it. Yet we teachers often get so bogged down in the mechanics of teaching language that we lose sight of that motivating spark. It has been our experience that the exploration of the ways of another culture--through the eyes of the people who live in it--is fascinating for adults as well as for students of various ages. Providing a framework for cross-cultural exchange is what this curriculum is all about.

BACKGROUND

In 1979, the EdCo Media Arts program arranged for a Spanish language class at Lincoln-Sudbury High School to meet regularly with a group of Hispanic students from Brighton High School in Boston, who were learning English. Before meeting each other, students in each class first wrote down a list of questions that each one had always wanted answered about the other group's way of life.

Student questions ranged from the amusing to the profound: "Why don't Americans ever cook?"; "Is it really true that American teen-agers have so much freedom?"; "Do all Hispanics eat those spicy foods?" "Do Hispanics believe that there is prejudice against them?" and "Why do they hate us so much just because we don't speak their language?" One that really startled us proved to be a widely held belief among Hispanic girls in the class: "Why do American girls undergo an operation at birth in which they lose their virginity?" That question, suggestive of the depth of mistrust and ignorance separating the two groups, underscored the need to correct the misconceptions and stereotypes held by both groups.

Together with the EdCo staff, the teachers from Brighton and Lincoln-Sudbury set out to plan activities which would enable students to find out the answers to their own questions. Some of the activities were based on the work in cultural contrastive analysis and nonverbal communication by Carmen Judith Nine Curt, of the University of Puerto Rico (see Bibliography). One activity, comparing the gestures used by both cultures, was especially popular among students. Successful activities, such as skits illustrating dating customs in both cultures, have been further developed and included here. By far the most popular activity, according to the students, was the small-group discussions where they interviewed each other and talked over a number of issues. That emphasis has been incorporated into the program outlined here.

Although the two classes only met a total of five days in the EdCo program, students came away with a wealth of information. Other objectives were also accomplished. According to one participant: "That was the first time I ever really talked like that to an American who wasn't my teacher, and they surprised me by how friendly they were." Although a tribute to the success of the program, this comment also shows how culturally isolated many students are. The student who made the comment had attended the Boston Public Schools for almost three years.

The teachers as well as the students were inspired by the EdCo experience. Yet it was clear to us that replication on a larger scale was not feasible because of transportation costs and disruption to school scheduling. We asked ourselves why it was necessary to go all the way out to the suburbs to achieve the sort of cultural exchange that could just as easily--in fact, more easily--take place within a Boston school, among students from different backgrounds. We observed how ironic it is that in schools throughout the city, North American students sit in Spanish classes learning about Spanish culture by watching movies of castles in Spain, while just two doors away there are students in bilingual classes from all over Latin America who are virtual experts on Hispanic culture. Furthermore, many Spanish classes now include a number of English-dominant Hispanic students. They may have forgotten their Spanish, but studies have shown that culture is retained long after ethnic groups have assimilated linguistically. This curriculum enables teachers to tap that resource.

An interesting point: urban school systems have long complained about the educational "burden" imposed on them by having to educate so many non-English-speaking students. The bilingual student population has been regarded as a handicap to the school system, and no one ever stopped to imagine it as an educational resource for the other students. But it has always been a tradition for students of means to travel abroad, and, if possible, to live with a foreign family, to attain a cross-cultural experience. Students in the city's public schools have the chance to do something comparable, without going further than the classroom next door! Looking at things from this perspective, the phrase "culturally disadvantaged" seems questionable.

WHOM IS THE CURRICULUM FOR?

We orginally wrote the curriculum for programs that would pair a class of Hispanic English as a Second Language students with their counterparts in a third-year Spanish (foreign language) class at the high school level. We designed activities that students could participate in while meeting together either once a week throughout the term, or more often for several weeks.

However, we feel that the final version presented here allows for a wider range of participants.

First of all, the age range is potentially broader than high school. The worksheets have been written in language simple enough to be used in a fifth grade class. Conversely, adults who have read over the activities have expressed great interest in trying them. In fact, some of the activities presented here are based on similar ones used in a seminar for teachers conducted by Professor Nine Curt at Regis College in 1978.

The curriculum is flexible because it really does not provide any answers: rather, it presents an organized framework for asking questions and outlines more than seventy activities through which students can find out answers.

Secondly, the curriculum could also be implemented within an English as a Second Language (E.S.L.) class or a Spanish class by itself, providing that students had access to people from the other background for interviews. In the case of a single class implementing the program alone, many activities would consist of assignments to be done outside of class (such as interviews) with class time devoted to collating the results and evaluating the data. If the program is used under these circumstances--without pairing two classes--we suggest that many of the student assignment sheets (see Appendix) labelled "Questionnaire" or "Worksheet" be adapted for use as interview questions.

The activities outlined here deal with issues that may be of interest to classes other than language classes. Teachers of Social Studies, Psychology, Sociology, Child Development, Anthropology, Theatre Arts, or Values Clarification may want to use parts of this curriculum or make use of the approach. This approach could be taken by both bilingual teachers and monolingual teachers, since the worksheets, dialogues, interview forms, and questionnaires (see Appendix) for student use are all in English and in Spanish. Instead of pairing two classes, the technique again would be to direct students to go out and interview people from the other culture and analyse the results in class.

Many English as a Second Language classes today include foreign students from all over the world, not just the Spanish-speaking countries. In these classroom situations, the curriculum should be approached as both a way for all students in the class to learn about customs and culture of the United States and also as an opportunity to compare and contrast the cultures from which they themselves come.

The educational objectives for an E.S.L. class could also be two-fold. First, assigning foreign students to interview regularly North Americans would help break down the barrier of fear of rejection and hostility that often prevents the English learner from really wanting to learn the language. Secondly, the class discussions around topics of interest provide a forum for practicing oral skills in English in a natural setting. Again, teachers in these multi-cultural situations should look over the activities and worksheets presented here and select those that are relevent to their situation, modifying others if necessary. Remember, it is by no means necessary (or even possible, given time constraints) to implement all the activities and worksheets presented here. Teachers should feel free to pick and choose. How that can best be done is discussed below.

HOW TO USE THIS CURRICULUM GUIDE

I. Choosing which topics to cover:

The Outline of Topics (page 9) presents ten possible units for study plus a unit each outlining preliminary and final activities applicable to all the topics. We strongly recommend that teachers select topics according to student interest: the extent to which students provide direction to their own learning experience largely determines how actively they will participate. We suggest taking the following steps to determine areas of student interest.

First, students formulate individual lists of questions that they have about the other group and their way of life (a multi-ethnic E.S.L. class would generate questions concerning life in the U.S.). Students should not be required to write their names if anonymity would encourage questions to be more candid. Teachers in each class then compile the questions and organize them by topic. At this time, teachers may want to reproduce the list of questions for the whole class and distribute it. The class then has the opportunity of clarifying questions and deleting the silly ones. Students should keep the final list of their class' questions, for reference at any point in the program.

Next, teachers should compare both classes' questions and match up the ones that coincide by topic to the Outline of Topics. For each topic listed in the outline, there is an accompanying selection of activities outlined in the teacher's guide, and corresponding reproducible student worksheets in both languages found in the Appendix.

Again, we stress that teachers need not feel pressured to run through the curriculum from start to finish. We

encourage teachers to select as many or as few topics and activities that they feel they have time for. And although we recommend that activities selected from one topic be completed before going on to the next topic, the topics themselves may be studied in any order. We have presented as the first topic one which we perceived to be less threatening for shy students: several aspects of communication, such as slang, "Spanglish", and non-verbal communication. But teachers may want to begin with any of the others. We urge teachers to modify activities and develop new ones according to the needs of their classes.

II. Structuring the activities:

Small groups: Although interviews of students from the other culture is an essential part of the program, this activity comprises only half of the learning experience. Equally important is the process of sorting out and analysing the information that students come up with (this is known as "processing" in some circles). The activities themselves only produce the raw data which the classes must then evaluate and analyze. To get all the students participating--not just the outspoken ones--we strongly recommend that much of the discussion take place in small groups made up of students from both classes. These groups should be formed at the beginning of the program with careful attention to including a balance of students fluent in both languages. This helps to insure the participation of those students who are not yet fluent in their second language. If the same groups continue meeting throughout the program on a regular basis, it helps to establish a consistently supportive atmosphere for discusssion. For much the same reasons, a teacher implementing the program without the participation of another class may also want to form small groups that meet regularly. Many students who may never open their mouths during a class discussion feel much more free to express themselves in a small group, especially if no teacher is present.

Discussions: The teacher's role in leading the class discussions should be to guide students to drawing logical and accurate conclusions from the information that they obtain. Careful attention to this process on the part of the teacher is crucial: sloppy thinking and hasty generalizations will produce just the kind of cultural stereotyping that this curriculum seeks to combat. It is up to the teacher to guide the class in making accurate generalizations and to caution them against drawing broad conclusions from an insufficient data base. The implications of the information acquired throughout the activities will vary for each student with how it is interpreted. For this reason, we suggest that all the activities outlined in this guide be followed by discussion--in small groups or in the class as a whole. As a variation, teachers may assign compositions and correct worksheets in

order to monitor what conclusions are being drawn by the students.

A number of issues for discussion that may be raised by each activity are listed at the top of the directions for each in the teacher's guide. In addition to those listed above each activity, there are two issues that should be dealt with in discussions throughout the program, and it is up to the teacher to raise them. One question that should be asked is: within the general norms of each culture, to what extent does individual behavior vary? Remind students that while accurate generalizations may help to understand cultural differences and similarities, they do not explain the behavior of every individual in that culture, e.g. not all Puerto Ricans eat rice and beans every day, although most do. Another important distinction that should be made clear is the fact that the United States is made up of many ethnic, racial, and religious groups, and in addition, different geographical regions have their own customs. Latin America is made up of 20 countries plus Puerto Rico. So, while we can generalize about Hispanic culture as a whole, or North American customs, students should also try to find out about these variations within each culture. If, for example, they are investigating North American attitudes toward money, they should be aware that there may be differences between the way a Greek-American and a New England Yankee would define stinginess.

Student Worksheets, et. al., included in the Appendix:

Many of the activities outlined in the teacher's guide call for using worksheets, questionnaires, interviews, or dialogues that can be found in the Appendix. These should be reproduced and distributed to students as needed or given out as a packet at the beginning of the program. All pages in this section are bilingual.

Worksheets are intended to help students to analyze the data they collect. Teachers must decide whether this function is best carried out by having small groups meet and work on them together, or by asking students to fill out the worksheets by themselves.

Questionnaires are to serve as a starting point for group discussions comparing certain aspects of culture. They are designed to help students figure out in a clear way in their own minds just how their own culture functions on a particular issue, so that they will be in a better position to compare it to another culture. It may be more appropriate in some cases, however, to adapt the questionnaires for use as interview questions, especially if the small groups do not include members of both cultures. Groups would then process the information gathered in the interviews.

Interviews may be conducted as an after-class assignment or they may take place during class time, according to the make-up of the class. Again, flexibility is important: some students may want to conduct groups interviews, for example.

Dialogues in English and Spanish have been included in the Appendix, as well as detailed situations to be used in role-play and suggestions for skits. We have found that these activities enable students to observe aspects of cultural life that questionnaires and surveys barely begin to convey. Despite our initial reluctance to try out these techniques, the experiences of watching different groups of students perform skits and dialogues have convinced us of their success and educational validity. Students have an uncanny ability to impersonate their parents, and the skits always convey nuances of family life in a graphic and often amusing way. These dramatic exercises will be greatly enjoyed by most students, but it would be a mistake to dismiss them as "just fun." Some preparation may have to be done beforehand, and after viewing the skits or participating in the dialogues, classes should discuss what they saw, check to see if their perceptions were accurate, and figure out what sorts of generalizations would be appropriate to make from specific situations observed.

Parental involvement:

For those teachers interested in increasing parental participation in the educational process, this program offers many opportunities. Teachers should be open to inviting parents to become involved in many of the activities. Parents often enjoy the opportunity to share their knowledge about different aspects of their culture and may be fascinated by learning about the other culture as well. Students may know if their parents have any expertise they would be willing to share with the class. For far too long the only thing that we have asked parents to contribute is food. It must be remembered that parental areas of expertise extend much further than the kitchen!

OBJECTIVES

Although the educational objectives of a curriculum are usually outlined at the beginning, we felt it would be more appropriate to list them here, after readers already had an idea of what the program was all about. The goals of Project Exchange are multiple:

1) to give students first-hand knowledge of another culture
2) to enable students to recognize the similarities and differences between their culture and another
3) to give students practice in drawing accurate conclusions from observations and research

4) to make students aware of the diversity that exists within each culture
5) to increase awareness and appreciation for different aspects of their own culture
6) to improve relations and understanding among the different ethnic, racial, and religious groups within a school
7) to provide students with the opportunity to practice using their second language in a natural and supportive setting
8) to increase student motivation for learning their second language
9) to increase students' competence in basic communications skills in their own language by providing activities to develop thinking, reading, writing, listening, and speaking skills

We believe that whatever part of this curriculum is implemented will help teachers to accomplish these objectives. We encourage teachers to be flexible and creative in using the curriculum, and we would appreciate finding out ways in which teachers used and modified the program, as well as reactions to it. Please send comments and suggestions to us at Brighton High School, 25 Warren Street, Brighton, MA 02135.

Good luck /¡buena suerte!

-María Luisa Pérez

-Virginia Vogel Zanger

Outline of Topics

TOPICS

I. PRELIMINARY ACTIVITIES
   - A. ELICITING QUESTIONS
   - B. ICE-BREAKERS

II. COMMUNICATION
   - A. ADAGES
   - B. SLANG
   - C. "SPANGLISH"
   - D. NON-VERBAL COMMUNICATION: GESTURES
   - E. NON-VERBAL COMMUNICATION: GESTURES REPLACING LANGUAGE
   - F. NON-VERBAL COMMUNICATION: EYE CONTACT
   - G. NON-VERBAL COMMUNICATION: MISUNDERSTANDINGS

III. FAMILY CUSTOMS
   - A. FAMILY STRUCTURE
   - B. PARENT-CHILD RELATIONSHIPS
   - C. FAMILY CELEBRATIONS

IV. MALE-FEMALE RELATIONSHIPS
   - A. DATING CUSTOMS
   - B. MARRIAGE CUSTOMS

V. WAY OF LIFE
   - A. TIME
   - B. MONEY
   - C. SPORTS
   - D. MANNERS

VI. FOOD
   - A. STEREOTYPES
   - B. MEALS AT HOME
   - C. RESTAURANTS
   - D. TABLE MANNERS
   - E. COOKING AND EATING

VII. RELIGION AND SUPERSTITION
   - A. RELIGIOUS AFFILIATIONS
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TOPICS (CONTINUED)

C. SUPERSTITIONS
D. GHOSTS
E. AFRICAN AND INDIAN INFLUENCE
F. SANTERIA, BRUJERIA, AND ESPIRITISMO

VIII. HOLIDAYS
A. COMMON HOLIDAYS
B. INDEPENDENCE DAY CELEBRATIONS
C. HOLIDAY FOODS
D. CHRISTMAS CUSTOMS

IX. SCHOOLING
A. EDUCATIONAL SYSTEMS
B. CHANGES IN EDUCATION

X. MUSIC AND DANCE
A. POPULAR MUSIC
B. LATIN MUSIC
C. DANCE

XI. "THE AMERICAN DREAM"
A. WHAT IS IT?
B. PREJUDICE
C. FAMILY HISTORIES
D. WHY EMIGRATE?
E. IMMIGRANTS OF TODAY
F. THE U.S. ABROAD

XII. FOLLOW-UP ACTIVITIES
A. REVIEWING ORIGINAL QUESTIONS
B. TERM PAPERS
C. STUDENT EVALUATION OF PROGRAM

Activities-Teacher's Guide

II. COMMUNICATION

A. ADAGES

ACTIVITY:

WORKSHEET (SEE APPENDIX: SAYINGS-REFRANES)

ISSUES FOR DISCUSSION:

- COMMON SAYINGS IN EACH CULTURE
- DO ANY SAYINGS EXIST IN BOTH LANGUAGES?
- LITERAL VS. DEEPER MEANINGS
- HOW DO TRADITIONAL SAYINGS REFLECT THE VALUES OF EACH CULTURE?

Preparation: Teachers may first want to give each class several examples of sayings in their own language:

Spanish:
"El que a buen arbol se arrima, buena sombra lo cobija."
"Al buen entendedor, pocas palabras"
English:
"You can't get blood from a stone"
"Haste makes waste"

If students have difficulty remembering sayings, they should be given time to interview an older relative, always a good source for folk wisdom.

When the classes meet together, students will find out the information necessary to complete the worksheet (see Appendix) by interviewing the students in the other class or by discussing it in their small groups.

Follow-up Assignments:

1) Assign each student to memorize any two sayings in the other language.
2) Students choose their favorite saying (in either language) and write a paragraph illustrating how it is true
3) Teachers compile a master list of all the sayings that the classes found and distribute the list to students

II. COMMUNICATION

B. SLANG

ACTIVITIES:

GENERATING AND SHARING LISTS OF SLANG
WRITING AND PERFORMING DIALOGUES
DISCUSSION

ISSUES FOR DISCUSSION:

CURRENT SLANG IN EACH CULTURE
REGIONAL SLANG WITHIN EACH CULTURE
LITERAL VS. METAPHORICAL MEANING OF SLANG EXPRESSIONS
WHICH GROUPS USE SLANG WITHIN EACH CULTURE?
PROFESSIONAL JARGON AS SLANG
WHY DOES SLANG ARISE?

Preparation: In each class ask students to think about which groups in society have originated their own slang (e.g. criminals, teenagers, drug users, hippies, Blacks, computer people). Then, have them generate lists of the slang used by each group. Ask them to consider why it is that each group originated their own slang. Teachers then type up the lists from each class.

When the two classes meet, have the small groups discuss both lists and the issues for discussion listed above.

Follow-up Assignment: After students have learned some examples of slang in their second language, the small groups can write and perform dialogues (in either language) to illustrate the context in which the slang is commonly used.

II. COMMUNICATION

C. "SPANGLISH"

ACTIVITIES:

WORKSHEETS (SEE APPENDIX: SPANGLISH 1 AND SPANGLISH 2)
COMPILING LISTS OF SPANISH WORDS USED IN ENGLISH

ISSUES FOR DISCUSSION:

EXAMPLES OF "SPANGLISH" AND THEIR MEANING
WHY DID "SPANGLISH" EVOLVE?
WHAT EFFECTS DOES IT HAVE ON THE SPANISH-SPEAKER?
WILL IT HAVE A PERMANENT IMPACT ON THE SPANISH LANGUAGE?
WHAT IS THE DIFFERENCE BETWEEN "SPANGLISH" AND WORDS IN THE ENGLISH LANGUAGE THAT ARE DERIVED FROM SPANISH?

Preparation: Students in each class read the article from the Miami Herald illustrating "Spanglish". Before the two classes meet, Spanish-speaking students should compile a list of common expressions in "Spanglish."

When the two classes meet, the Spanish-speaking students share their lists with their small groups.

All students then fill out the two worksheets on "Spanglish" (see Appendix) in order. They can either do this individually or in small groups.

The class as a whole then meets to compare answers and discuss issues raised above.

As a corollary activity present to students a list of words in the English language that were derived from Spanish. Examples: guitar, maraca, bongo, pronto, fiesta. Students should understand that, unlike Spanglish words, these have become accepted as standard English. Assign students to add other Spanish derivatives to the list.

II. COMMUNICATION

D. NON-VERBAL COMMUNICATION: GESTURES

ACTIVITIES:

GENERATING LISTS OF GESTURES IN BOTH CULTURES: (SEE APPENDIX: GESTURES-GESTOS)
PANEL
DIALOGUES (SEE APPENDIX: NONVERBAL DIALOGUES-DIALOGOS SIN CONVERSACION)

ISSUES FOR DISCUSSION:

DO ALL GESTURES HAVE THE SAME SIGNIFICANCE IN EACH CULTURE?
WHICH GESTURES SEEM TO BE UNIVERSAL?
DOES ONE CULTURE RELY ON GESTURES MORE?
WHICH GESTURES REPLACE VERBALIZATION? IN ENGLISH? IN SPANISH?
WHAT IMPLICATIONS DOES THE CULTURAL DIFFERENCE IN USE OF GESTURES HAVE FOR THE BILINGUAL PERSON?

Some gestures are universally understood, but many are unique to each culture. The following activities are designed to introduce students to new gestures used by the other culture, and to help them discover which of their own gestures are not universally understood.

First, the small groups will work together to answer the questions on the Gestures worksheet (see Appendix). Students are always intrigued to learn new gestures. This should take up one class period.

A follow-up activity is a panel that the Hispanic students prepare. Before the classes meet together, Spanish-speaking students make an inventory of all the gestures that they can think of. They write down the meanings so that they will remember them all. When the classes meet together, a panel of Hispanic students presents their gestures, and the North American students must guess the meanings. They may be given context hints with each gesture, such as "The cake was"(student kisses fingers to signify "delicious"). While North American students will obviously learn a lot from this activity, it is also a learning experience for the Hispanic students: they should keep track of which gestures would not be understood by a typical North American, so that they will know which expressions must be verbalized in conversation.

The Non-Verbal Dialogues (see Appendix) should be performed after the two introductory activities on gestures. It provides students practice utilizing new gestures. After practicing the dialogue provided here, students may want to write their own, using the same format, illustrating the same situation in North American culture.

II. COMMUNICATION

E. NON-VERBAL COMMUNICATION: EYE CONTACT

ACTIVITIES:

DIALOGUES (SEE APPENDIX: EYE CONTACT-MIRADAS)

ISSUES FOR DISCUSSION:

- EXPRESSION OF RESPECT FOR AUTHORITY
- IMPLICATIONS OF MISUNDERSTANDING DUE TO CULTURAL DIFFERENCES
- WHAT ARE SOME OTHER EXAMPLES IN WHICH THE TWO CULTURES HAVE DIFFERENT CUSTOMS REGARDING EYE CONTACT?

The two dialogues presented in the Appendix illustrate a cultural difference which leads to much misunderstanding and resentment, especially in the school situation, when students and teachers are from different ethnic backgrounds. The difference is that when a child is being scolded, each culture demands an opposite response: in Hispanic culture, s/he is expected to lower the eyes as a sign of respect and repentance, while in American culture a child is supposed to look directly at the person who is punishing him/her.

The two dialogues included here show how the same behavior in different cultures produces quite different reactions on the part of the teacher.

II. COMMUNICATION

F. NON-VERBAL COMMUNICATION: GREETINGS

ACTIVITIES:

DIALOGUES (SEE APPENDIX: GREETINGS AND FAREWELLS-SALUDOS Y DESPEDIDAS)

ISSUES FOR DISCUSSION:

- NON-VERBAL GESTURES USED IN GREETINGS IN DIFFERENT SITUATIONS AMONG FRIENDS OF THE SAME SEX, AMONG TEEN-AGERS, BETWEEN PARENT AND CHILD, WHEN MEETING NEW PEOPLE
- IS THERE A CULTURAL DIFFERENCE IN DISTANCE BETWEEN PEOPLE DURING CONVERSATION?
- WHAT ARE THE IMPLICATIONS FOR A PERSON WHO DOES NOT KNOW ABOUT THESE CULTURAL DIFFERENCES WHEN INTERACTING WITH PEOPLE FROM ANOTHER CULTURE: HOW DO THESE DIFFERENCES CONTRIBUTE TO CULTURAL STEREOTYPING?

For a fuller explanation of the non-verbal aspects of greetings and farewells in both cultures, see the two books by Carmen Judith Nine Curt (in bibliography), from which the dialogues here were adapted.

To illustrate the customs in greeting and saying good-bye in each culture, students act out the dialogues included in the appendix. An explanation of the different norms for males, females, teen-agers, and strangers in each culture is described there.

Prof. Nine Curt also has done a study of proxemics, the distance between persons that is considered socially acceptable in each society. North Americans tend to maintain a greater distance between individuals in conversation, and Hispanics tend to stand closer. The dialogues of greeting and farewell can also be used to practice this difference.

II. COMMUNICATION

G. NON-VERBAL COMMUNICATION: MISUNDERSTANDINGS

ACTIVITY:

SKITS (WRAP-UP FOR ACTIVITIES II.D THROUGH II.F)

ISSUES FOR DISCUSSION:

-TAKING INTO ACCOUNT ALL THE CROSS-CULTURAL DIFFERENCES IN NON-VERBAL COMMUNICATION EXPLORED IN THE PREVIOUS ACTIVITIES, WHAT CONFUSIONS COULD ARISE IN DAILY LIFE?
-WHAT STEPS COULD BE TAKEN TO MAKE PEOPLE AWARE OF THESE DIFFERENCES?

Original skits by students should be the last activity of this unit, after students have learned about gestures in both languages and various differences in non-verbal communication. They should use this knowledge to think about the confusions that might arise from misinterpreting culturally different gestures and customs. Students should write and perform skits or dialogues to illustrate such misunderstanding.

I. PRELIMINARY ACTIVITIES

A. SELECTION OF TOPICS FOR STUDY

ACTIVITY:

GENERATING AND COMPILING QUESTIONS

In each class, tell students that they will be participating in a special program to learn about the culture of the language they are studying and to give them the chance to practice the language.

Then assign each student to write a list of 5 or more questions that s/he always wondered about the other group and their way of life. Example: do Hispanics all eat spicy food? Students do not have to write their names on the papers.

The teacher in each class will then compile all the questions of each class, taking out duplications, and go over the questions with the class to make sure that the meaning of each question is clear.

The teacher in each class will then organize the questions according to topic and distribute the organized lists to both classes. Students will be told that their questions will be the foundation of the program, that they will eventually be able to answer them all, and that they should keep both lists of questions for reference throughout the program.

If, at this point, students want to respond to any of the questions that the other class has written, they should be given the opportunity to send their responses in the form of a brief essay to the other class. All this takes place before the classes have actually met.

At this point both teachers compare their classes' questions and decide which topics both groups seem most interested in. They then choose among the topics listed in the Outline of Topics to decide which activities will be used.

NOTE: Further explanation of this activity is discussed in the introduction.

I. PRELIMINARY ACTIVITIES

B. ICE-BREAKERS

ACTIVITY:
INTERVIEWS (SEE APPENDIX: DAY 1- 1ER DÍA)

This activity may be used the first day the two classes meet. It serves as both an icebreaker and a way of introducing everyone in both classes.

1) Students use the interview form provided (see Appendix) and select someone from the other class to interview. They may conduct the interview in whichever language they wish: if the interviewee doesn't understand one language, s/he can refer to the translation on the sheet.

2) Both classes then sit down and one by one students introduce the person they interviewed to the group as a whole, mentioning one or two things about that person. After a student is introduced, s/he then introduces to the class the person s/he interviewed. Applause after each introduction always makes students feel appreciated.

III. FAMILY CUSTOMS

A. FAMILY STRUCTURE

ACTIVITIES:

QUESTIONNAIRE (SEE APPENDIX: FAMILY SIZE-TAMANO DE LA FAMILIA)
GRAPHS

ISSUES FOR DISCUSSION:

-WHAT ARE THE DIFFERENCES IN FAMILY SIZE TODAY BETWEEN BOTH CULTURES?
-WHAT ARE THE REASONS GIVEN IN EACH CULTURE FOR THE DESIRABILITY OR UNDESIRABILITY OF LARGE AND SMALL FAMILIES?
-TO WHAT EXTENT DOES FAMILY SIZE VARY ACCORDING TO CLASS POSITION WITHIN EACH CULTURE?
-NUCLEAR VS. EXTENDED FAMILY: HOW COULD EACH CULTURE BE CATEGORIZED?
-WILL THE DISPARITY IN FAMILY SIZE BETWEEN THE TWO CULTURES INCREASE OR DECREASE IN THE NEXT GENERATION?

Preparation: Students may need their parents' help in filling out the basic questionnaire that asks about the size of their families beginning in their grandparents' generation (see Appendix). After each class has gathered all the information, results from each class should be compiled, and the average for each question computed. A master questionnaire for each class can then be compiled.

When the classes meet together, the small groups should compare results and discuss some of the issues raised above.

The contrasts and similarities of the way each class answered the questionnaire may be more clearly seen if students graph the results of each class average, using the master questionnaire from each class.

III. FAMILY CUSTOMS

B. PARENT-CHILD RELATIONSHIPS

ACTIVITIES:

SKITS
WORKSHEET (SEE APPENDIX: FAMILY DISCIPLINE-DISCIPLINA FAMILIAR)
QUESTIONNAIRE (SEE APPENDIX: GROWING UP - CRECIENDO)

ISSUES FOR DISCUSSION:

-CULTURAL DIFFERENCES IN CHILD-RAISING
-HOW MUCH VARIATION AMONG FAMILIES EXISTS?
-PROTECTING CHILDREN VS. FOSTERING INDEPENDENCE
-FAMILY RESPONSIBILITY VS. INDIVIDUAL FREEDOM
-ATTITUDE TOWARD OLDER FAMILY MEMBERS
-WHICH ASPECTS OF A CHILD'S DEVELOPMENT ARE BIOLOGICALLY DETERMINED, AND WHICH ASPECTS VARY ACCORDING TO CULTURE
-HOW DO DIFFERENCES IN CHILDRAISING REFLECT THE VALUES OF EACH CULTURE?
-HOW DOES EACH CULTURE DIFFER IN ITS IDEAS ABOUT RAISING DAUGHTERS AND RAISING SONS?

Skits: The idea behind the skits suggested below is to have two or more groups dramatize the same situation: one showing how an American family would handle it, the other showing how it would be dealt with in Hispanic culture. Either of the following methods can be used: each of the groups could be made up of both Hispanic and North American students or Hispanic students represent Hispanic culture, and Americans represent their own.

The skits can be performed in whichever language each student feels most comfortable. It is amazing the extent to which students understand skits in the other language, because so much of what is communicated in families is done non-verbally. Nevertheless, to ensure better understanding of what is being performed, a brief outline of the general plot should be presented before each skit is put on.

Preparation for the skits will take up one class period, in which students are broken up into groups and assigned a basic situation to act out. During that time they can formulate a basic plot outline and assign roles, but there is no need to actually rehearse or memorize lines. Preparation can be done in each class separately if the performance groups are not to be mixed.

The skits should be presented in pairs, with at least two skits for each situation (see below). After each pair of skits is performed, the class will discuss first what occurred to make sure that everyone followed the action. Then they can analyze the different ways in which each culture handled the same situation. If more than two

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III. FAMILY CUSTOMS

B. PARENT-CHILD RELATIONSHIPS

skits on the same idea are performed, discussion should bring out the variations within each culture. Some of the issues listed above should be brought out in discussion as well.

The following situations are suggested for skits:

1) Teen-aged daughter wants to go to a party

2) Parents want to go out and leave teen-aged child to babysit for younger brothers and sisters

3) Teen-ager is caught smoking marijuana by parent

4) Student is going to a college in Boston not far from his/her home, and wants to live on campus.

5) Grandfather has just died and family is deciding what to do about taking care of Grandmother.

6) A niece is getting married in Boston, and the whole family from New York is coming to the wedding. Where will they stay?

7) Your sister, who lives in New York, calls to tell you that her best friend, whom you've never met, is coming to Boston for a special medical treatment. She gives you the name of the hotel where the friend is staying. What do you do?

Worksheet: The preparation for the worksheet on family discipline (see Appendix) may be done the day before in each class. For homework, assign students to write a one-paragraph description of an incident from their childhood for which they remember being punished. They should include how old they were, what they had done to deserve punishment, and how they were dealt with. Paragraphs can be in either language.

When both classes meet, divide students into their small groups and have them share the incident that they wrote about. Then each group will be responsible for the work sheet comparing and contrasting childraising methods (see Appendix).

Questionnaire: Students may need help from their parents to fill out the questionnaire on growing up (see Appendix). Although students do not have to put their names on their

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III. FAMILY CUSTOMS

B. PARENT-CHILD RELATIONSHIPS

questionnaires, they should indicate their background (Hispanic or North American) and their sex.

After all the students have completed their questionnaires, teachers in each class should tally up the results and figure out class averages on each question. This will make it easier for students to make comparisons later, such as "Do Hispanic and North American babies learn to walk at the same age?" Teachers should also break down the results by category: what the average was on each question for Hispanic boys, Hispanic girls, North American boys, and North American girls.

When the classes meet together, compare the results, either in a small group setting or as a whole class. Discuss the findings and their implications: how do the results of the comparison reflect the values of each society (i.e. is independence considered primary, or is safety more important?)

III. FAMILY CUSTOMS

C. FAMILY CELEBRATIONS

ACTIVITIES:

WRITING AND READING COMPOSITIONS
USING ALMANAQUES

ISSUES FOR DISCUSSION:

-WHAT ARE FAMILY PARTIES LIKE IN EACH CULTURE?
-HOW DO TEEN-AGERS RELATE TO FAMILY PARTIES IN EACH CULTURE?
-WHAT OCCASIONS ARE CELEBRATED?
-CELEBRATING THE "SWEET SIXTEEN" VS. LA QUINCEAÑERA
-DIFFERENCES BETWEEN BIRTHDAYS AND SAINTS' DAYS.

Compositions: Assign students to write a composition (in either language they prefer) of one page in length describing the best family party they ever attended. Descriptions should include: occasion for the party, who was there, how many people, where it was held, how long it lasted, what people did for entertainment, food, drink, dress, and what made it such a good party.

Teachers of each class will collect the compositions and select the best three from each class. They will type them up on a master and run off a copy for each student. To make sure that students have understood the compositions of the other class, each teacher may assign his class to translate one composition from the other class into the native language of each student.

When the classes meet together, students may want to discuss the compositions and their own experiences at family parties in their small groups.

Almanaques: When students meet in their small groups (several students from each class) pass out an almanaque, or Saints' calendar, to each group. Have each student say when his or her birthday falls and then have the Hispanic students identify their Saint's Day (if they have one). They will then help the North American students to find the saint who corresponds to their birthday, and the saint's day as listed in the almanaque. The Spanish-speaking students should explain how they celebrated their last Saint's Day, explaining how it differed from their birthday (no change in age). All the students in each group should then share with each other accounts of their last birthdays and how they celebrated.

IV. MALE - FEMALE RELATIONSHIPS

A. DATING CUSTOMS

ACTIVITIES:

QUESTIONNAIRE OR INTERVIEW (SEE APPENDIX: DATING AND MARRIAGE CUSTOMS - NOVIAZGO Y MATRIMONIO), SMALL-GROUP DISCUSSION

SKITS

ISSUES FOR DISCUSSION:

-AT WHAT AGE DOES DATING BEGIN?
-TO WHAT EXTENT ARE CHAPERONES USED?
-WHAT IS A TYPICAL DATE?
-WHO PAYS?
-IS SEX BEFORE MARRIAGE CONSIDERED PERMISSIBLE? IS IT COMMON?
-DIFFERENCES BETWEEN A BOYFRIEND AND UN NOVIO, ESPECIALLY IN HOW THEY RELATE TO THE GIRL'S FAMILY
-AT WHAT AGE IS IT ACCEPTABLE FOR A GIRL TO HAVE A SERIOUS BOYFRIEND? HOW COMMON IS IT?
-DO DATING CUSTOMS VARY WITH CLASS? DO THEY VARY ACCORDING TO RURAL VS. URBAN DIFFERENCES?
-HOW HAVE DATING CUSTOMS CHANGED IN EACH CULTURE?
-DEFINE THE WORD MACHO AND GIVE EXAMPLES

Interview: Before meeting together, students from each class should go over the questions on the interview form and speculate on the answers they will find from the other class.

When the classes meet together, each student will fill out two questionnaire forms (see Appendix) by interviewing two students from the other class.

Students will then meet in their small groups to discuss the issues raised, and each group will compile a list of similarities and differences in dating customs between the two cultures.

Students from each class could afterward re-examine their original expectations of what answers they would find, to see how accurate they were.

Skits: By acting out how the same situation would be dealt with in each culture, students can get a vivid picture of some of the differences among the cultures.

Further explanation of procedures for performing skits is found in the activities described in III B.

Situations for skits dealing with dating and marriage issues:

1) Barbara is graduating from high school in June, and wants to marry her boyfriend after graduation. Although the two families have been friends for many years, how do they deal with the idea of their two 18-year-olds getting married?

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IV. MALE - FEMALE RELATIONSHIPS

A. DATING CUSTOMS

(situations for skits, continued)

2) Susana and Daniel are in the tenth grade together, and they like each other. Daniel wants to take her out. What do her parents say, where do they go, at what time of day may they go and must they be back by a certain time? Do they go alone? Who pays?

3) Liliana is 17 and in love. Her parents don't like her boyfriend and forbid her to marry him. What does she do?

4) Gladys' children are all in school. Does she get a job? How does her family (including her husband) feel about it? How does she feel?

5) Tony and Norma are getting married, and they are deciding how to divide up the housework, shopping, bill-paying, etc. in their future household. What do they agree on?

6) Clara is 16 and pregnant. What will she do?

7) Students must act out a typical example of machismo or male chauvinism and include how it would be dealt with.

IV. MALE - FEMALE RELATIONSHIPS

B. MARRIAGE CUSTOMS

ACTIVITIES:

SKITS
QUESTIONNAIRE OR INTERVIEW (SEE APPENDIX: DATING AND MARRIAGE CUSTOMS- NOVIAZGO Y MATRIMONIO), DISCUSSION
WORKSHEET (SEE APPENDIX: WEDDING VOCABULARY - VOCABULARIO DE BODAS)

ISSUES FOR DISCUSSION:
-ACCEPTABLE AGES FOR ENGAGEMENT AND MARRIAGE
-ENGAGEMENT AND MARRIAGE PROTOCOL
-WHO PAYS FOR THE WEDDING?
-LENGTH OF ENGAGEMENT. HAS IT CHANGED?
-NAME CHANGES, AND HOW DOES IT VARY WITHIN EACH CULTURE?
-ELOPING AND FUGARSE
-PARENTAL PERMISSION
-HOW ARE THE ROLES OF HUSBAND AND WIFE DEFINED? IS THIS CHANGING? DOES IT VARY WITHIN EACH CULTURE?
-TO WHAT EXTENT DO WIVES WORK OUTSIDE THE HOME? IS IT CHANGING? IS IT ACCEPTED? DOES IT VARY ACCORDING TO CLASS?
-HOW COMMON IS DIVORCE? HOW IS IT VIEWED?
-CIVIL CEREMONY VS. RELIGIOUS CEREMONY
-PREVALENCE OF COMMON-LAW MARRIAGES
-LIVING TOGETHER VS. GETTING MARRIED: HOW IS IT VIEWED AND HOW COMMON IS IT? HOW DO ATTITUDES VARY BY CLASS?
-CHANGES IN MARRIAGE CUSTOMS OVER TIME WITHIN EACH CULTURE

Worksheet on wedding terms (see Appendix) may be done in the small groups or as an after-class assignment. Note that Hispanic and North American students have different assignments.

Skits and interviews: see intstructions for IV. A: Dating customs.

V. WAY OF LIFE

A. ATTITUDES TOWARD TIME

ACTIVITIES:

QUESTIONNAIRE (SEE APPENDIX: TARDINESS - TARDANZAS), DISCUSSION
DIALOGUE (SEE APPENDIX: WAITING IN LINE - ESPERANDO)

ISSUES FOR DISCUSSION:

-PUNCTUALITY VS. HORA LATINA
-PUNCTUALITY AT SOCIAL VS. BUSINESS SITUATIONS
-ARE ATTITUDES TOWARD TIME CHANGING?
-MONOCHRONISM (DOING ONE THING AT A TIME) VS. POLYCHRONISM (DOING SEVERAL THINGS AT ONCE): IS THERE A CULTURAL DIFFERENCE
-HOW DO DIFFERING ATTITUDES OF POLYCHRONISM AND MONOCHRONISM AFFECT HOW INTERRUPTING IS VIEWED?
-DO ALL PEOPLE WITHIN EACH CULTURE VIEW PUNCTUALITY IN THE SAME WAY?

Questionnaire: For homework, students answer the questions on the tardiness questionnaire (see Appendix). They then compare answers in their small groups.

Alternatively, students could use the questionnaire as an interview form, instead of filling it out themselves and comparing their responses with those of the other class.

It is important for students to realize that although there are broad cultural differences about the importance of punctuality, there is also quite a bit of variation within each cultural norm. That is, individuals within both cultures are regarded as prompt or always late, even though the way these are defined may vary.

After discussing and comparing the answers to the worksheet, the group will write up a paragraph summarizing their findings and conclusions.

Dialogues: According to Professor Nine Curt's research (see bibliography), there are cultural differences in the way individuals sequence their actions. She defines monochronic behavior as the preference for completing one task before beginning the next (a more common approach in North American culture). In contrast, polychronism is the ability to do several tasks at once The different styles are reflected in the way in which members of each culture tolerate interruptions, as can be seen in these dialogues (see Appendix).

V. WAY OF LIFE

B. MONEY

ACTIVITIES:

INTERVIEW OR QUESTIONNAIRE (SEE APPENDIX: WHO PAYS ¿QUIÉN PAGA?)
SKIT
CURRENCY DISPLAY

ISSUES FOR DISCUSSION:

-HOW DO CULTURAL ATTITUDES TOWARD STINGINESS AND THRIFTINESS VARY?
-ARE THERE DIFFERENCES IN WHO IS EXPECTED TO PAY IN COMMON SITUATIONS?
-WHAT CURRENCIES ARE USED THROUGHOUT LATIN AMERICA, INCLUDING PUERTO RICO?

Interview: Before the classes meet, first have each class fill out the questionnaires "Who Pays?" (see Appendix) to make sure that they are clear about etiquette regarding money matters in their own culture. When the two classes meet, each student will receive a second (blank) questionnaire, which will be used to interview a member of the other class. After all students have conducted their interviews, teachers will lead a discussion to compare the results to get at the cultural differences regarding money. The students should be asked to consider what kinds of confusions or problems might arise from the different customs about money.

Skit: To introduce the concept of the tacaño (stinginess) stigma, the teacher, or Hispanic class members, should explain what it means, teach the gesture, and describe examples. Students will divide into groups of four or five, mixing the two classes in each group, and come up with a brief skit showing one situation of someone being tacaño and how it would be dealt with. After each skit is performed, the class should discuss how the skit compares with North American values. Students may also want to present skits showing situations of how stinginess is regarded in North American culture.

Display: Have students from Spanish-speaking countries bring in as many different examples of currency from their countries as they can find. Puerto Ricans should also participate. They should explain the monetary values of each and, if possible, give an explanation of the portraits on each.

V. WAY OF LIFE

C. SPORTS

ACTIVITY:

INTERVIEW (SEE APPENDIX: SPORTS - LOS DEPORTES)
ATTENDING A SPORTING EVENT

ISSUES FOR DISCUSSION:

-POPULAR SPECTATOR SPORTS VS. PARTICIPATORY SPORTS IN EACH CULTURE.
-DOES POPULARITY OF DIFFERENT SPORTS VARY ACCORDING TO COUNTRY IN LATIN AMERICA (INCLUDING PUERTO RICO)?
-HOW MUCH DO FEMALES PARTICIPATE IN SPORTS IN EACH CULTURE?
-HOW ARE SPORTS INTEGRATED INTO THE SCHOOL SYSTEM?
-WHAT IS THE ATTITUDE TOWARD SPORTS HEROS?

Interview: Each student will be responsible for interviewing students from the other class in order to find out the answers to the questions on the sports worksheet (see Appendix). Small groups should then discuss the issues raised above.

Field Trip: Classes may arrange to attend sporting events that all students may not be familiar with. Examples of exhibitions that may be seen in the Boston area are: soccer, rugby, basketball, hockey.

V. WAY OF LIFE

D. MANNERS

ACTIVITY:

DISCUSSION

ISSUES FOR DISCUSSION:

-HOW ARE GOOD AND BAD MANNERS DEFINED IN EACH CULTURE?
-TO WHAT EXTENT DO INDIVIDUAL DEFINITIONS VARY WITHIN EACH CULTURE? ARE THERE CLASS OR REGIONAL VARIATIONS?
-HOW ARE SOCIAL INFRACTIONS DEALT WITH?
-HOW DO CULTURAL DIFFERENCES IN MANNERS AFFECT STEREOTYPES OF THE OTHER CULTURE?

Preparation: Before meeting together, students from each class compile a list of five or more examples of bad manners, and five or more examples of good manners.

When students meet together in their groups combining students from both classes, each group will be responsible for compiling a list of which examples of etiquette coincide in both cultures, and which are unique to one.

VI. FOOD

A. STEREOTYPES

ACTIVITY:

PRE-TEST AND POST-TEST

ISSUES FOR DISCUSSION:

WHAT ARE THE COMMON STEREOTYPES OF LATIN AND U.S. FOODS AND EATING CUSTOMS? HOW TRUE ARE THEY?

Before beginning any of the activities around food that follow, have students from each class write down their impressions of what the food in the other culture is like.

These papers should be collected and returned to students after they have completed the other activities in this unit. Ask students to evaluate the accuracy of their original impressions and discuss together.

VI. FOOD

B. FAMILY MEALS

ACTIVITIES:

WORKSHEET (SEE APPENDIX: COMMON FOOD-COMIDAS TÍPICAS)
DISCUSSION: FAVORITE FOODS

ISSUES FOR DISCUSSION:

-MEALTIMES: HOURS AND TYPES OF FOOD SERVED
-LA SIESTA IN LATIN AMERICA
-TRADITIONAL FOODS
-REGIONAL VARIATION OF FOODS
-COMMON FOODS
-HOW DOES FOOD SHOPPING DIFFER BETWEEN THE TWO CULTURES?
-HOW HAVE LATINS LIVING IN THE U.S. CHANGED THEIR EATING HABITS?
-HOW HAVE EATING HABITS AND FOOD CHANGED IN EACH CULTURE IN THE PAST 50 YEARS?
-WHO IN THE FAMILY PARTICIPATES IN COOKING?

Worksheet: Have each small group work on the worksheets (see Appendix) which deals with typical and traditional foods of different regions.

Discussion: To help students get a picture of what foods are commonly eaten, have each student prepare a list of the following personal preferences: favorite lunch, favorite dinner, favorite snack, favorite food. In small groups, have each student share his choices, and explain what each of the foods are to the other students.

VI. FOOD

C. RESTAURANT FOOD

ACTIVITIES:

COMPILING A RESTAURANT MENU
VISIT TO A RESTAURANT

ISSUES FOR DISCUSSION:

-RESTAURANT PRICES
-COMMON TYPES OF RESTAURANTS IN EACH CULTURE
-WHO FREQUENTS RESTAURANTS AND HOW OFTEN?

Preparation: If possible, teachers or students should bring in sample menus from different kinds of restaurants.

Divide students into pairs, one Hispanic and one North American. Assign them to produce together a menu for an American restaurant. Provide them with the following categories: soup, main course, vegetables, desserts, drinks (teachers may want to provide a form). Students should then draw up their menus, including prices and naming their restaurant.

On another day, assign the same pairs of students to produce a menu from a Spanish-speaking country. Provide them with the following categories: sopa, plato principal, vegetales, postres, bebidas.

Make a display of the best menus.

Restaurants: The two classes can visit restaurants in the area that serve food from the different regions and cultures. Hispanic restaurants in the Boston area include:

-Villa Victoria (Puerto Rican) in Dorchester
-La Hispanola (Cuban) in Jamaica Plain
-Alfredo's Taco Olé (Mexican) in Jamaica Plain
-Eddie Cain's (Dominican) in the South End
-La Iruña (Spanish) in Cambridge
-Paco's Tacos (Mexican) in Allston

Hispanic students wishing to sample North American cuisine might visit Valle's Steak House, The Allston Depot, Howard Johnson's, Durgin Park, or MacDonald's.

VI. FOOD

D. TABLE MANNERS

ACTIVITY:

SKIT

ISSUES:

-ARE GOOD TABLE MANNERS DEFINED THE SAME WAY IN BOTH CULTURES?

Have students prepare skits of a family dinner, where the parents are trying to teach children proper table manners. Some of the skits should show a Hispanic family, others a North American one. The class can then discuss the similarities and differences.

VI. FOOD

E. COOKING AND EATING

ACTIVITIES:

CLASS COOKBOOK
FOREIGN FOODS DISPLAY
COOKING
EATING A TYPICAL BREAKFAST
BANQUET

ISSUES:

-WHAT FRUITS AND VEGETABLES ARE UNIQUE TO EACH CULTURE?
-HOW DOES BREAKFAST DIFFER BETWEEN LATIN AMERICA AND THE U.S?
-HOW DO METHODS OF FOOD PREPARATION DIFFER? ARE DIFFERENT TECHNIQUES USED?
-HOW DOES THE FOOD TASTE?

Cookbooks: Compile a class cookbook, made up of the recipes of the students' favorite foods. Each student will be responsible for bringing in the recipe of his or her favorite food, and, if possible, a translation.

Foreign Foods: On a table, place the following fruits and vegetables, each in front of a different number. Each student will be given a blank paper with corresponding numbers on it, and will try to identify all the fruits and vegetables on display. At the end, students should have a chance to sample unfamiliar fruits and vegetables and the winners get to pick their favorites.

The following fruits and vegetables are suggested for display, because many are unique to one or the other culture : artichokes. celery, broccoli, cauliflower, malanga (guaguí), ñame, yuca, plantain, mango, coconut, cherries, parsley, coriander (cilantro), banana, peaches, collard greens, eggplant, strawberries, rasberries, avocado,papaya, breadfruit, quenepas, and sugar cane.

Cooking: Have students decide which foods from the other culture they would like to help prepare, and borrow the cooking room at school to have the whole class cook and eat. Some Latin foods that are especially fun to prepare are: tostones, arroz dulce(if you use real coconut), batidos prepared from tropical fruits and milk.

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VI. FOOD

E. COOKING AND EATING

Breakfast: Since the breakfast foods of the two cultures are often quite different, have students prepare and eat a typical breakfast that would be eaten in the United States, such as bacon and eggs, pancakes, waffles, etc.) on one day. On another day, students can try churros con chocolate or other traditional Latin breakfasts.

Banquet: As a culminating activity, invite parents for a banquet, in which they will have an opportunity to taste foods from both cultures. No junk food allowed! Prepare signs or have students introduce the different kinds of food they have prepared.

VII. RELIGION AND SUPERSTITION

A. RELIGIOUS AFFILIATION

ACTIVITY:

WORKSHEET (SEE APPENDIX: RELIGIONS - RELIGIONES)

ISSUES FOR DISCUSSION:

-WHAT RELIGIONS ARE REPRESENTED IN EACH COUNTRY?
-HAVE THERE BEEN ANY CHANGES IN THESE IN THE LAST 50 YEARS?

Students should research religious affiliations in Latin America and the United States in the library (the World Alamanac has all the statistics required on the worksheet) or by interviewing students.

After completing the worksheets, students can survey each other on religious affiliation, and compare the results with the national percentages for each country.

VII. RELIGION AND SUPERSTITION

B. FUNERAL CUSTOMS

ACTIVITY:

INTERVIEW (SEE APPENDIX: FUNERAL CUSTOMS - COSTUMBRES FUNERARIAS), DISCUSSION

ISSUES FOR DISCUSSION:

-WAKES, FUNERALS, BURIALS, GRAVEYARDS: HOW ARE THEY THE SAME, HOW ARE THEY DIFFERENT?
-HOW DO THE ABOVE CUSTOMS VARY FROM RELIGION TO RELIGION?

Preparation: If possible, teachers should bring in a picture of a Latin American graveyard to prepare students for some of the differences they will find in comparing funeral customs.

Students from each class will receive a list of interview questions about funeral customs (see Appendix). They will interview students from the other class to find out the answers. Each student should fill out at least two interview forms so that they may see the diversity of customs throughout Latin America and the United States.

VII. RELIGION AND SUPERSTITION

C. SUPERSTITIONS

ACTIVITY:

DISCUSSION

ISSUES FOR DISCUSSION:

-WHICH SUPERSTITIONS ARE THE SAME IN BOTH CULTURES?
-WHICH SUPERSTITIONS ARE DIFFERENT
-IS THERE ANY TIE BETWEEN SUPERSTITION AND RELIGION?
-ARE THERE REGIONAL VARIATIONS IN SUPERSTITIOUS BELIEF?

Preparation: Each class will compile a list of superstitions that they have heard of. The teacher will run off a master containing all the superstitions from each class.

When both classes meet, they will receive copies of both lists, and in groups the students will go over the lists, translating for each other, to see if any superstitions are common to both cultures.

VII. RELIGION AND SUPERSTITION

D. GHOSTS

ACTIVITY:

GHOST STORIES

ISSUES FOR DISCUSSION:

COMMON BELIEFS
PERSONAL EXPERIENCES

Preparation: To prepare each class for this activity, each teacher should tell his own class an example that he knows of personally that involves ghosts, premonitions, or any experience with the supernatural.

Then assign each student to write a composition (in their native language) relating any incident involving ghosts, spirits, etc. that has happened to them or to someone they know. They do not have to put their names on the papers.

Teachers from each class will then type up the compositions (without names) on a master and distribute copies to both classes. Teachers will help their class to translate the compositions from the other class.

VII. RELIGION AND SUPERSTITION

E. AFRICAN AND INDIAN INFLUENCE IN LATIN AMERICA

ACTIVITY:

DISPLAY
DISCUSSION

ISSUES FOR DISCUSSION:

CATHOLIC SAINTS IN LATIN AMERICA
ATTITUDE OF THE CHURCH ON PAGAN INFLUENCES

Preparation: Before the two classes meet together, have the Hispanic students think of examples of the blending of the Catholic, indigenous, and African religions. Ask them to bring in any objects that might be relevent to the discussion with the other class.

The Catholicism of some parts of Latin America is very closely bound up with the beliefs of the Africans who were brought as slaves and the Indians who had their own civilizations when the Spanish arrived. The discussion should bring out some examples of this blending of cultures.

Students will be shown figures of saints which represent both Catholic saints and Indian or African deities. Examples include: Santa Barbara (in Cuba, she is also known by her African name of Changó), La Virgen de la Caridad (in Cuba she is also known by her African name of Ochún), Virgen de Regla (Yemayá in Cuba), San Lázaro (Babalú), Christ (Acué), and the devil (Echú).

If possible, have the Hispanic students present examples or objects they have prepared and brought in. Teachers should help translate if necessary.

VII. RELIGION AND SUPERSTITION

F. SANTERÍA, BRUJERÍA, ESPIRITISMO

ACTIVITIES:

PRESENTATIONS (REPORTS)
FIELD TRIP
DISCUSSION

ISSUES FOR DISCUSSION:

BOTÁNICAS
FOLK MEDICINE IN BOTH CULTURES
REGIONAL VARIATION OF BELIEFS
CHANGES IN BELIEFS
VARIATIONS OF ADHERENCE TO ABOVE ACCORDING TO CLASS
BELIEFS AND RITUALS
ARE THERE ANY COMPARABLE BELIEFS OR PRACTICES IN THE U.S?

Santería is defined as the worship of saints.

Brujería is sorcery or witchcraft.

Espiritismo is the belief in spirits.

Botánica is a store that sells an assortment of herbs, herbal medicines, and statues, used by practitioners of folk medicine in Hispanic neighborhoods.

Preparation: Hispanic students should meet in groups by country and think of examples of customs, rituals, and beliefs that demonstrate one of the above terms. If possible, they should bring in examples of things sold in the botánica, and prepare explanations for the other class.

When the two classes meet, Hispanic students will give their presentations.

Additional information on this subject may be supplied by a guest speaker from the Hispanic community and by a field trip to a botánica.

VIII. HOLIDAYS

A. COMMON HOLIDAYS

ACTIVITY:

INTERVIEW, *WORKSHEET (SEE APPENDIX: HOLIDAYS-DÍAS DE FIESTA)*

ISSUES FOR DISCUSSION:

-WHICH HOLIDAYS ARE COMMON TO BOTH CULTURES, WHICH ARE UNIQUE?
-REGIONAL VARIATIONS IN HOLIDAY CELEBRATIONS
-WHICH HOLIDAYS ARE ESPECIALLY EXCITING FOR CHILDREN?

Preparation: Students in each class will prepare reports, either individually or in groups, on one holiday and how it is celebrated in their country.

When classes meet together, students will receive the holiday worksheet (see Appendix) that they will fill out based on the oral presentations from the other class.

Alternatively, teachers may eliminate the reports altogether, and assign students to find out the answers for the worksheets by interviewing other students or by researching in the library.

VIII. HOLIDAYS

B. INDEPENDENCE DAY CELEBRATIONS

ACTIVITY:

WORKSHEET (SEE APPENDIX: INDEPENDENCE DAYS-FECHAS DE INDEPENDENCIA)

ISSUES FOR DISCUSSION:

-INDEPENDANCE DATES OF DIFFERENT COUNTRIES
-COUNTRY FROM WHICH INDEPENDENCE GAINED
-HOW CELEBRATED

Each small group will be assigned to fill out a worksheet either among the whole group or individually, on the subject of independence days throughout the countries represented in the two classes (see Appendix).

It may be necessary for students to consult the reference section of their libraries to complete some of the questions.

VIII. HOLIDAYS

C. HOLIDAY FOODS

ACTIVITY:

CLASS DISCUSSION

ISSUES FOR DISCUSSION:

REGIONAL VARIATION IN HOLIDAY FOODS
SPECIAL FOODS FOR DIFFERENT OCCASIONS

The class will compile a list of special foods eaten on certain festive occasions in each country.

Some examples are: turkey at Thanksgiving in the United States, arroz con gandules in Puerto Rico at Christmas, lechón asado in Cuba at Christmas.

VIII. HOLIDAYS

D. CHRISTMAS CUSTOMS

ACTIVITIES:

PRESENTATION OF INSTRUMENTS
CAROLING (SEE APPENDIX: CHRISTMAS CAROLS - VILLANCICOS DE NAVIDAD)
PREPARATION AND PRESENTATION OF ORAL REPORTS
EATING

ISSUES FOR DISCUSSION:

-EXPLANATION OF PARRANDAS (PUERTO RICO)
-HOW IS THE HOLIDAY CELEBRATED? REGIONAL VARIATIONS.
-CHRISTMAS EVE, CHRISTMAS DAY, AND DAY OF THE KINGS
-NON-CHRISTIANS IN BOTH CULTURES
-COMMERCIALIZATION OF CHRISTMAS IN BOTH CULTURES
-U.S. INFLUENCE ON PUERTO RICAN CHRISTMAS CUSTOMS
-SANTA CLAUS IN BOTH CULTURES

Throughout the month of December in Puerto Rico, residents celebrate the holiday season with parrandas, roving bands of neighbors who go from house to house singing Christmas songs and demanding food and drink from the surprised "host" before they will leave. This customs is known as an asalto. After they have provided food and drink, the hosts then join the group which continues on until dawn. Carolers often carry their own instruments, such as güiros, maracas, etc.

Hispanic students should explain about this custom and demonstrate the instruments. They should teach the North American students some of the special songs sung at Christmas, and both groups can sing the songs that are common to both languages (see Appendix). Perhaps on this day students could also bring in Christmas cookies, arroz con gandules, and other special foods.

To show the diverse ways in which Christmas is celebrated throughout Latin America, Hispanic students can prepare and present oral reports about how Christmas is celebrated in their country. American students should also report on how Christmas is celebrated in their homes. If Jewish students are present, they should explain about Hannukah celebrations.

IX. SCHOOLING

A. EDUCATIONAL SYSTEMS

ACTIVITY:

INTERVIEW (SEE APPENDIX: SCHOOL SYSTEMS - SISTEMAS ESCOLARES)
RESEARCH PAPERS

ISSUES FOR DISCUSSION:

-DISCIPLINE
-GRADE STRUCTURE
-PRIVATE AND PAROCHIAL SCHOOLS
-LITERACY
-CLASS DIFFERENCES IN EDUCATIONAL OPPORTUNITY IN DIFFERENT COUNTRIES
-COSTS OF EDUCATION AND AVAILABILITY OF SCHOLARSHIP AID
-URBAN, SUBURBAN, AND RURAL DIFFERENCES IN EDUCATIONAL OPPORTUNITY IN EACH COUNTRY
-RACIAL DISCRIMINATION AND EDUCATIONAL OPPORTUNITIES IN EACH COUNTRY
-PREPARATION OF TEACHERS AT EACH EDUCATIONAL LEVEL
-EDUCATIONAL EQUALITY AMONG MEN AND WOMEN
-TRAINING AND PREPARATION FOR THE DIFFERENT PROFESSIONS
-DEGREES GRANTED
-STUDY ABROAD
-NUMBER OF UNIVERSITIES
-POLITICAL ACTIVISM AMONG STUDENTS

Interviews: Teachers should pass out interviews (see Appendix) to the North American students only, who will find a Hispanic student to interview. It is assumed that all students are already acquainted with schools in the United States.

The educational system of another country is an excellent topic for student research papers. Information may be obtained from interviews, encyclopedias, and books. The data is quite readily organized by sub-topic (elementary schools, universities, etc.), facilitating clarity in presentation.

IX. SCHOOLING

B. CHANGES IN EDUCATION

ACTIVITY:

INTERVIEW (SEE APPENDIX: CHANGES IN EDUCATION - CAMBIOS EN LA EDUCACIÓN)

ISSUES FOR DISCUSSION:

-WHAT CHANGES HAVE OCCURED IN EDUCATION IN EACH COUNTRY OVER THE PAST TWO GENERATIONS?
-PREDICTIONS FOR THE FUTURE

Have each student interview the oldest family member that s/he can find, to discover the answers to the questions on the interview sheet about changes in education (see Appendix).

The students will bring the results of their interviews to class, and when the small groups meet, they will share the answers and decide in which countries things have changed the most, educationally.

X. MUSIC AND DANCE

A. CURRENT POPULAR MUSIC

ACTIVITY:

MUSICAL PRESENTATION

ISSUES FOR DISCUSSION:

-WHAT MUSIC IS CURRENTLY POPULAR IN BOTH CULTURES?
-WHAT MUSICAL VARIATIONS EXIST REGIONALLY?
-FOLK MUSIC VS. POPULAR MUSIC IN BOTH CULTURES
-DO DIFFERENT AGE GROUPS IDENTIFY WITH DIFFERENT MUSICAL TRENDS?
-CHANGES IN POPULAR MUSIC
-PROTEST MUSIC IN THE U.S. AND LATIN AMERICAN NEW SONG MOVEMENT
-AFRICAN INFLUENCE ON THE MUSIC IN BOTH CULTURES
-COUNTRY MUSIC IN BOTH CULTURES
-LATIN INFLUENCE ON U.S. MUSIC AND U.S. INFLUENCE ON LATIN MUSIC
-IS POPULAR MUSIC ALWAYS DANCEABLE?
-MUSICAL FADS
-WHICH INSTRUMENTS ARE MOST COMMONLY STUDIED AND PLAYED? HOW COMMON IS MUSICAL ACCOMPLISHMENT?
-CLASSICAL MUSIC

Each class will put together an introduction to current popular music, with records or tapes, to illustrate the most popular groups and musical styles (e.g. punk, disco, merengue, salsa, bolero). Before each selection, a student will introduce the music and say a few words about it.

X. MUSIC AND DANCE

B. LIVE MUSIC

ACTIVITIES:

LIVE DEMONSTRATION, CLASS PARTICIPATION
GUEST SPEAKER
FILM

ISSUES FOR DISCUSSION:

INSTRUMENTS USED
INFLUENCES FROM SPAIN, AFRICA, AND INDIAN CULTURE
CHANGES IN LATIN MUSIC IN THE PAST FIFTY YEARS
COMMON THEMES IN LATIN SONGS

Have Hispanic students bring in maracas, güiros, claves, guitars, etc. and explain the three influences on Caribbean music: Spanish (the guitar), Indian (the güiro), and African (congas). Students can then accompany a record or a singer.

Musicians from both community should be invited to give live presentations, and Hispanic students could thus have the opportunity to examine the instruments used by North American rock bands.

Guest speakers:

1. José Massó, disc jockey for WBUR's program, "Con Salsa" introduces Caribbean music to school groups via a combination of tapes, personal reminiscences, and explanation of historical influences on Puerto Rican music. The presentation is perfectly bilingual. He can be reached through WBUR or EdCo's Media Arts program.

2. Members of the organization, "Rock Against Racism" will come out to the schools to speak to students on the theme of how rock music (British and North American) can bring people together. Contact music critic Rory O'Connor at the Real Paper.

Film: Teachers may order from the Boston School Department's audio-visual department a copy of the film, "Discovering the Music of Latin America."

X. MUSIC AND DANCE

C. DANCE

ACTIVITY:

DEMONSTRATION, PARTICIPATION (DANCE LESSONS)
DANCE PERFORMANCE FOR OTHER CLASSES

ISSUES FOR DISCUSSION:

-CURRENT POPULAR DANCES IN BOTH CULTURES
-WHO DANCES WHAT AT PARTIES (AGE GROUPS)
-NEW DANCE TRENDS IN BOTH CULTURES
-AT WHAT AGE DO CHILDREN START DANCING?
-DO GIRLS EVER DANCE WITH GIRLS AND DO BOYS EVER DANCE WITH BOY
-DANCES OF PREVIOUS GENERATIONS
-REGIONAL VARIATIONS OF POPULAR DANCES
-LATIN INFLUENCE ON U.S. DANCE STYLES
-PARTNERS TOUCHING
-ARE THERE ANY RELIGIOUS SANCTIONS AGAINST DANCING?
-DOES EVERYONE KNOW HOW TO DANCE? DO MANY PEOPLE NOT DANCE?
-BALLET AND MODERN DANCE
-WHAT FOLK DANCES ARE TRADITIONAL IN EACH COUNTRY?

Students from both classes will demonstrate popular dances such as disco, salsa, the latest North American dance, merengue, etc. If possible, they should also include folk dances such as la plena, la bomba, el danzon, square dancing, etc. Students should discuss the evolution of disco from salsa.

Students should give lessons after the demonstrations. Both classes could put together a performance that other students in the school would be invited to.

XI. "THE AMERICAN DREAM"

A. WHAT IS IT?

ACTIVITIES:

WRITING AND READING ESSAYS
COLLAGES

ISSUES:

HOW IS THE AMERICAN DREAM DEFINED BY DIFFERENT GROUPS?
HOW MUCH OF IT IS TRUE?
THE AMERICAN DREAM AMONG DIFFERENT IMMIGRANT GROUPS THROUGHOUT U.S. HISTORY

All students will write a composition answering two questions: what is the American dream, and how much of it do they think is true, how much false? Responses can be shared in groups or individually, if teachers type up and distribute the essays.

Collages: Have students--in groups or individually--depict their interpretation of the American dream by making collages from magazines, newspapers, etc.

XI. "THE AMERICAN DREAM"

B. PREJUDICE

ACTIVITY:

SMALL GROUP DISCUSSION
COMPOSITIONS BY STUDENTS

ISSUES FOR DISCUSSION:

- FORMS OF PREJUDICE TOWARD DIFFERENT GROUPS
- THE RELATIONSHIP BETWEEN BIGOTED ATTITUDES AND RACIAL VIOLENCE
- DIFFERENT WAYS OF DEALING WITH DISCRIMINATION
- HOW CAN PREJUDICE BE CHANGED?
- ARE THINGS GETTING BETTER OR WORSE?
- WHAT KINDS OF PREJUDICE EXIST IN LATIN AMERICA?
- DOES DISCRIMINATION EXIST IN THE U.S?

Compositions: Assign all students to write an essay on the topic: "Do you think there is discrimination in the United States?"

Have small groups meet and each student will describe one example of prejudice or discrimination that s/he personally witnessed. Have the groups make lists of their ideas for solving the problem of prejudice in our society.

XI. "THE AMERICAN DREAM"

C . INDIVIDUAL FAMILY HISTORIES

ACTIVITIES:

-INTERVIEWING FAMILY MEMBERS
-STUDENTS TRACE THEIR ROOTS
-SMALL GROUP PRESENTATIONS

ISSUES FOR DISCUSSION:

-HOW AND WHY HAVE PEOPLE COME TO THE U.S. OVER THE CENTURIES?
-WAS THE MOVE ALWAYS SEEN AS A PERMANENT ONE?
-ISSUES OF INTERMARRIAGE THROUGHOUT GENERATIONS OF EACH FAMILY
-HOW IS FAMILY HISTORY PASSED ON?
-IN WHAT WAYS WERE THE IMMIGRATION EXPERIENCE AMONG DIFFERENT MEMBERS OF EACH CLASS DIFFERENT, AND IN WHAT WAYS WERE THEY SIMILAR?
-LANGUAGE BARRIERS
-EMPLOYMENT POSSIBILITIES
-DISCRIMINATION ENCOUNTERED
-THE ROLE OF WOMEN
-DIFFERENCES AMONG FIRST, SECOND, AND THIRD GENERATIONS
-TO WHAT EXTENT ARE ETHNIC TRADITIONS MAINTAINED?
-RELIGION AS A FACTOR IN THE DECISION TO EMIGRATE
-WERE RECENT IMMIGRANTS ABLE TO RELY ON MEMBERS OF THEIR ETHNIC GROUP WHO HAD BEEN IN THE U S A WHILE? IN WHAT WAYS?
-HOW DID THE U.S. GOVERNMENT HELP OR NOT HELP IMMIGRANTS IN THE PAST AND TODAY? DID PRIVATE CHARITY PLAY A ROLE?
-HOW DID FAMILIES CHOOSE BOSTON?
-LEGAL PROBLEMS ENCOUNTERED
-IS THE METAPHOR OF THE U.S. AS A MELTING POT AN ACCURATE IMAGE? SOME SAY IT'S MORE LIKE A TOSSED SALAD. WHICH IMAGE BETTER FITS IN WITH THE REALITY OF U. S. SOCIETY?

Preparation: Give students several days in which to interview family members and prepare an oral report on the history of their family as far back as they can trace it. Special emphasis should be on where and why people moved or immigrated, and how they traveled.

Students will then meet in their small groups, and each will present a small report tracing their roots. Each student will be responsible for writing up the story that interested him/her the most (it cannot be their own). The small groups will discuss as many of the issues listed above as they feel are relevent to their families' experiences.

XI. "THE AMERICAN DREAM"

D. WHY EMIGRATE?

ACTIVITIES:

ROLE PLAY (SEE APPENDIX: EMIGRATION-LA EMIGRACIÓN)
FOLLOW-UP WORKSHEET (SEE APPENDIX: IMMIGRATION-LA INMIGRACIÓN)

ISSUES FOR DISCUSSION:

-PRO'S AND CON'S OF MOVING TO THE U.S.
-CHANGES IN THE ATTITUDE OF THE U.S. TO IMMIGRANTS THROUGHOUT HISTORY
-JOB OPPORTUNITIES FOR IMMIGRANTS AT DIFFERENT TIME THROUGHOUT HISTORY, INCLUDING THE PRESENT
-LEGAL STATUS OF PUERTO RICANS IN THE U.S.
-LEGAL STATUS OF CUBANS IN THE U.S.
-LEGAL PROCEDURES FOR APPLYING FOR VISAS, RESIDENCY, CITIZENSHIP
-U.S. IMMIGRATION DEPARTMENT AND THE LIFE OF UNDOCUMENTED WORKER
-METHODS OF ENTERING THE U.S. WITHOUT PAPERS: PAST AND PRESENT
-WHAT INDUSTRIES HAVE TRADITIONALLY EMPLOYED UNDOCUMENTED WORKER
-FAMILY DYNAMICS IN THE DECISION TO EMIGRATE
-DISCRIMINATION AGAINST DIFFERENT IMMIGRANT GROUPS
-THE U S. AS PROMISED LAND: ATTITUDES AMONG DIFFERENT IMMIGRANT GROUPS
-HOW DO POLITICS INFLUENCE DECISIONS TO EMIGRATE?
-WHAT IS A POLITICAL REFUGEE? FROM WHAT COUNTRIES DO THEY COME?
-IS LIFE EASIER OR HARDER FOR THE IMMIGRANT TODAY COMPARED TO THE IMMIGRANT OF THE PAST?

Note: To immigrate is defined as "to come to a country of which one is not a native, for the purpose of permanent residence," according to the Random House Dictionary. To emigrate means "to leave one country or region to settle in another."

Preparation: Inform the class of the immigration procedure, the quota system, the difference between residency, citizenship, etc. and how to obtain a visa.

Then students meet in their groups, and are given one of the family situations in which a family is deciding whether to come to the United States (see Appendix). After choosing parts, students will then take on the roles of the family members and decide, as a family, how they would deal with the dilemma. Situations reflect the diverse reasons why people come to the U.S: economic, political, etc. If video equipment is available, the discussions should be filmed.

Based on the understanding acquired through the previous activities, the groups should discuss and complete the follow-up worksheet on immigration (see Appendix).

XI. "THE AMERICAN DREAM"

E. IMMIGRANTS TODAY

ACTIVITY:

INTERVIEW (SEE APPENDIX: IMMIGRANTS TODAY-LOS INMIGRANTES DE HOY

ISSUES FOR DISCUSSION:

-WHAT IS IT LIKE TO IMMIGRATE TO THE U.S. TODAY?
-DO PUERTO RICANS CONSIDER THEMSELVES IMMIGRANTS OR NOT? WHY?
-WHAT PROBLEMS DO THE IMMIGRANTS OF TODAY FACE?
-WHY DO THEY COME?
-DOES EVERYONE IMMIGRATE FOR THE SAME REASONS?
-WHAT LEGAL STEPS MUST BE TAKEN TO IMMIGRATE TO THE U.S?
-HOW DO CHILDREN INFLUENCE THEIR FAMILY'S DECISION TO IMMIGRATE AND VICE VERSA?
-HOW DOES THE IMMIGRATION EXPERIENCE AFFECT THE FAMILY?
-PERSONAL REACTIONS TO INTERVIEWS
-DO IMMIGRANTS WANT TO ASSIMILATE OR MAINTAIN THEIR CULTURAL IDENTITY? WHY? WHAT ARE THE PRESSURES TO DO ONE OR THE OTHER? WHAT PROBLEMS DO THEY FACE IN ATTEMPTING TO DO EACH?

Each North American student will interview one or more Hispanic students about their immigration experiences and impressions. The interview questions (see Appendix) have been adapted from the curriculum,"Cross Cultural Experiences", by Patricia Arredondo-Dowd, with permission from the author.

XI. "THE AMERICAN DREAM"

F. THE U.S. ABROAD

ACTIVITIES:

NORTHAMERICAN STUDENTS INTERVIEW LATIN AMERICANS
COMPOSITIONS BY HISPANIC STUDENTS, SHARED WITH BOTH CLASSES

ISSUES:

-PERSONAL IMPRESSIONS OF THE U.S. BEFORE COMING: HOW MUCH TURNED OUT TO BE TRUE?
-WHAT ARE OTHER IMAGES OF THE U.S. ABROAD? HOW ARE THESE IMAGES COMMUNICATED?
-WHAT IS THE MEANING OF THE TERM "THE UGLY AMERICAN"? HOW DO TOURISTS AFFECT THE IMAGE OF THE U.S. ABROAD?
-HOW HAVE THE ACTIONS OF THE U.S. IN LATIN AMERICA OR THROUGHOUT THE WORLD AFFECTED THE WAY THE U S. IS THOUGHT OF?
-HOW WAS THE U.S. POLICY ON HUMAN RIGHTS PERCEIVED IN LATIN AMERICA?
-THE ROLE OF TELEVISION AND MOVIES MADE IN THE U.S.A. IN BUILDING MYTHS ABOUT LIFE IN THE UNITED STATES.

Using the issues listed above as guidelines, North American students should interview the Hispanics.

An alternative assignment is to have Hispanic students write a paragraph, in English if possible, on the topic: "What was your impression of the United States before you came here?" The paragraphs can be typed up on a master and distributed to the other students. Students should try to form a generalization about the U.S. image in Latin America.

XII. FOLLOW-UP ACTIVITIES

A. REVIEWING ORIGINAL QUESTIONS

ACTIVITY:

ANSWERING ORIGINAL QUESTIONS

Students should re-read the orginal list of questions that they wrote before the program started. Teachers may decide to evaluate student participation in the program based on the responses to the original questions.

XII. FOLLOW - UP ACTIVITIES

B. RESEARCH PAPERS

ACTIVITY:

- IDENTIFICATION OF A TOPIC OF INTEREST, RESEARCH (INTERVIEWS AND READING), ORGANIZING INFORMATION INTO A TERM PAPER OR REPORT
- PRESENTATIONS TO BOTH CLASSES

Students may choose one aspect or topic covered in the program to investigate further on their own. Or, it is possible for students to write on a broader topic, such as "The Puerto Rican Way of Life." Techniques of research could include both primary and secondary sources.

XII. FOLLOW-UP ACTIVITIES

C. STUDENT EVALUATION OF PROGRAM

ACTIVITY:

QUESTIONNAIRE (SEE APPENDIX: STUDENT EVALUATION OF PROGRAM-EVALUACIÓN ESTUDIANTIL DEL PROGRAMA)

Students should fill out the evaluation form (see Appendix) to help teachers assess the success of the program. They need not put their names on their papers.

Appendix-Student Worksheets

INTERVIEW / ENTREVISTA

Day 1 - 1er Día

Interview someone from another country and ask them:
Entreviste a un estudiante norteamericano y pregúntele:

1. *What is your name?*
   ¿Cómo se llama usted?

2. *What is your nickname?*
   ¿ Cuál es su apodo?

3. *Where do you live?*
   ¿Dónde vive Vd?

4. *Have you always lived there? Where have you lived before?*
   ¿Siempre ha vivido en el mismo lugar? ¿Dónde vivió antes?

5. *How old are you?*
   ¿Cuántos años tiene Vd?

6. *What is one thing you like about school?*
   Dígame una cosa que le guste de la escuela?

7. *What is one thing you don't like about school?*
   Dígame algo que no le guste de la escuela.

8. *How long have you been studying your second language?*
   ¿Por cuánto tiempo ha estado estudiando su segunda lengua?

WORKSHEET / HOJA DE TRABAJO

Sayings-Refranes

In the space below, write down 5 sayings or adages in your native language.
Debajo, escriba 5 refranes en su idioma nativo.

Ex: Absence makes the heart grow fonder.

Ej: Dime con quien andas y te diré quien eres.

1.

2.

3.

4.

5.

Now, find out 2 sayings in your second language. Then:
A) Write them below B) Translate them C) Write the meaning of each.

Ahora, averigüe 2 refranes en su segunda lengua. Después:
A) Escríbalos debajo B) Tradúzcalos C) Escriba el significado de cada uno.

1. A)

   B)

   C)

2. A)

   B)

   C)

WORKSHEET / HOJA DE TRABAJO

"Spanglish" 1

DIRECTIONS: The following words are in "Spanglish". Next to each, write the correct Spanish word and the English word from which each derives.
INSTRUCCIONES: Las siguientes palabras son en "Spanglish". Al lado de cada una, escriba lo mismo en español correcto y también en inglés.

Spanglish:	*correct Spanish* español correcto	*English* inglés
1. frisar		
2. librería		
3. parquear		
4. el londri		
5. la norsa		
6. lonchar		
7. la furnitura		
8. la factoría		
9. taipiar		
10. el rufo		
11. la boila		
12. la marqueta		
13. la aplicación		
14. el boyfrén		
15. la prescripción		
16. la carpeta		
17. cuitiar		
18. ir shopin		
19. retornar		
20. la llamo pa' trás		

Un Gran Problem Que We Must Resolver

By Miguel Pérez

Tenemos que cleanear los dos languages, English and español. Bastan ya los translations literales y el developiando de nuevas words que, tarde o temprano, nos handicapean el communication. Vamos a stickiarnos con un language a la vez. Debemos cogerlo suave con lo del Spanglish.

Estamos rapeando en un lingo que no lo entienden los gringos ni los Latinos and not even otros Latinos from other parts del country. Algunos times, cuando empezamos a guffiar con heavy words, nos ponemos un limit en lo que podemos rapear with other people who are not our compadres.

El trouble comensates en el elementary school, donde los babies Latinos estan flunkeando el español y los gringos rubios están learning casi nada. They're studying Spanish, con mucho inglés. Even the older Latinos can't help, because el Latino average que vive en este country se queda en shorts in Spanish vocabulary, 600 palabras or so.

María se eskipea del junior high para irse shopping en el mall con sus girlfriends, and when she gets home su madre le dice que el teacher la llamó a la factoría para reportar que su daughter se eskipió del colegio. Hasta que se pueda behave, María no puede ir al disco en los weekends. She says que she prefers que la kickeen de la casa para irse a crashar to the apartment de su boyfriend.

En el high school, donde Pedro and José son brothers de fraternidad, ellos rapean en un dialecto que no lo understanderían ni los English ni los españoles: "Oye men, que está pasando," Pedro says and stretches out his hand, "Dáme cinco."

"Eh, mi brother, yo estoy oquey," responds José, "pero estoy medio freakeao porque I have to read three chapters antes de poder lonchar."

Hay un tendency among grownup Latinos ha echarle el blame a los chicos por espoiliar los dos languages. Pero ellos también machean las words when they say que van hacer el laundry, comprar groceries y a comer hamburgers.

That's Spanglish too. Nuestro problem is that when we can't remember how to say something in one language, we use whatever se nos creepea en la mente. Estamos confused and confundidos at the same time. In facto, we are so confundidos que ya alguien se atrevió ha escribir un poem saying that "believe it or not, el inglés no lo he aprendido and the Spanish I forgot."

Miguel Pérez is un reporter con the Miami Herald.

"Spanglish" 2

1. *Where does the word "Spanglish" come from?*
   ¿Cuál es el origen de la palabra "Spanglish"?

2. *What are some reasons why "Spanglish" is so commonly used?*
   ¿Por qué es el uso del "Spanglish" tan común en la actualidad?

3. *What problems could so much usage of "Spanglish" cause? Why do you think Spanish teachers criticize their Spanish-speaking students for using Spanglish?*
   ¿Cuáles son los problemas causados por el uso del "Spanglish"? ¿Por qué ciertos maestros critican a algunos de sus estudiantes hispanos cuando usan el Spanglish?

WORKSHEET / HOJA DE TRABAJO

Gestures-Gestos

DIRECTIONS- Decide how you would express the following items non-verbally. Compare your gestures with those used in Hispanic cultures. Then indicate after each item on the list the results of your comparison; write either same or different or Hispanic culture only or North American culture only.

INSTRUCCIONES - Decida como Vd. comunicaría lo siguiente con los gestos. Compárelos con los gestos usados en la cultura norteamericana. Despues indique al lado de cada uno si: a) significa lo mismo en las 2 culturas b)si tiene un significado diferente c) si existe sólo en la cultura hispana o d) si existe sólo en la cultura norteamericana.

1. good-bye / *adiós*
2. he's crazy / *está loco*
3. come here / *ven acá*
4. cheap / *tacaño*
5. look over there / *mira para allá*
6. fat/ *gordo*
7. skinny / *flaquito*
8. tiny / *pequeñito*
9. let's dance / *vamos a bailar*
10. delicious! / *esta riquísimo*
11. very crowded / *bien lleno*
12. give me five! / *dame cinco*
13. it's finished / *se acabó ya*
14. I don't care / *no me importa*
15. so-so / *así así*
16. hurry up/ *avanza*
17. I don't know / *no sé*
18. intelligent / *inteligente*
19. go away / *váyase*
20. say it again / *repítalo*
21. shame on you / *que vergüenza*
22. I'm great / *que bien estoy*
23. thank you / *gracias*
24. to drink / *beber*
25. to eat / *comer*

Non-Verbal Dialogues –
Diálogos sin Conversación

Adapted from Teacher Training Pack for a Course on Cultural Awareness, by Carmen Judith Nine Curt., to show the use of gestures in Hispanic culture.

Roberto has a bad cold and laryngitis and cannot speak. So he makes gestures in answer to Luisa's questions.

Luisa: Hey, Roberto, how good to see you! (shakes hands with him)

Roberto: (tells her he can't talk by pointing at throat and making claws with both his hands to signify it is very sore; points at lips and moves forefinger from side to side to mean "no, no."

Luisa: You are sick. What a shame!

Roberto: (Nods head to mean yes)

Luisa: When did you catch that terrible cold?

Roberto: (Signals past time with hand)

Luisa: Roberto, I heard your uncle died.

Roberto: (Nods head to mean yes)

Luisa: Poor man! You must be very sad.

Roberto: (Makes the "so-so" gesture with right hand)

Luisa: Oh, I am sorry. So he wasn't a favorite of yours, eh?

Roberto: (Makes the gesture for "crazy", and then the gesture signifying "tacano" (cheap, stingy).

Luisa: He was quite rich, right? How did he make his living?

Roberto: (Makes gesture for "stealing.")

Luisa: No kidding! A mafia man! But he did leave you some money, didn't he?

Roberto: (Makes the gesture for "a tiny bit.")

Luisa: Roberto, I must go now. Great to have seen you! Get well soon!

(They both smile and wave goodbye).

SEE NEXT PAGE FOR THE SPANISH VERSION OF THE ABOVE.

NON-VERBAL DIALOGUES : SPANISH VERSION

DIÁLOGOS SIN CONVERSACIÓN (ESPAÑOL)

El siguiente diálogo fue adaptado de Teacher Training Pack for a Course on Cultural Awareness, por Carmen Judith Nine Curt, para enseñar los gestos hispanos.

Roberto tiene catarro y laringitis y no puede hablar. El tiene que hacer varios gestos para poder contestarle las preguntas a Luisa.

Luisa: Roberto, que gusto me da verte (le da la mano).

Roberto: (Expresa que no puede hablar señalándose la garganta y con las palmas de las manos hacia arriba, mueve los dedos para indicar que le duele mucho. Después mueve un dedo de un lado para otro frente a sus labios para indicar que no puede hablar.)

Luisa: Estás enfermo. ¡Que malo!

Roberto: (Mueve la cabeza afirmativamente)

Luisa: ¿Cuándo cogiste ese catarro tan terrible?

Roberto: (Señala con la mano que le empezó hace unos días)

Luisa: Roberto, me enteré que tu tío murió.

Roberto: (Mueve la cabeza afirmativamente)

Luisa: ¡Pobre hombre! Debes estar muy triste.

Roberto: (Con la mano señala así-así)

Luisa: Oh, lo siento. Así que él no era tu tío favorito, ¿eh?

Roberto: (Hace los gestos con la mano que significan "loco" y "tacaño")

Luisa: El era muy rico, ¿verdad? ¿Qué hacía para ganarse la vida?

Roberto: (Hace el gesto con la mano que significa "ladrón")

Luisa: ¿Un mafioso? Pero te dejó algún dinero, ¿no?

Roberto: (Hace un gesto con la mano que significa "un poco")

Luisa: Roberto, me tengo que ir ahora. Ha sido un placer verte de nuevo. ¡Que te mejores!

Ambos sonríen y se dicen adiós con la mano.

DIALOGUE / DIALOGO

Eye Contact - Miradas

The following situation occurs in the classroom of an American teacher. One student is Hispanic, the other is North American.
La siguiente situación ocurre en el salón de un maestro norteamericano. Un estudiante es hispano, el otro es norteamericano.

In English:

Juan and Robert arrive late to class.

Teacher: Why are you late again today?

Robert: We missed the bus.

Teacher: I'm sick and tired of your excuses. I called your mothers and complained, but I don't see it's doing any good.

(During this scolding, Juan looks down and Robert looks the teacher in the eye).

Teacher (angrily): Juan, don't be fresh! Look at me when I'm talking to you. Can't you see how angry I am? Show a little more respect or you'll be here after school.

En español:

Juan y Robert llegan tarde a la clase.

Maestro: ¿Por qué han llegado tarde de nuevo?

Robert: Se nos fue el bús.

Maestro: Estoy cansado de escuchar las excusas que me dan. Llamé a sus mamás y les dí las quejas, pero no veo la manera de que Vds. aprendan.

(Durante este regaño, Juan mira hacia abajo y Robert mira a su maestro directamente)

Maestro (bravo): Juan, no seas malcriado y mírame cuando te regañe. ¿No ves lo bravo que estoy?

EYE CONTACT DIALOGUE (CONTINUED)

MIRADAS

The same situation occurs in the classroom of a Hispanic teacher. Notice the difference in the teacher's reaction.

Esta misma situación ocurre en el salón de un maestro hispano. Note la diferencia entre la reacción de un maestro y el otro.

In English:

Juan and Robert arrive late to class. The teacher is Hispanic.

Teacher: Why are you late again today?

Robert: We missed the bus.

Teacher: I'm sick and tired of your excuses. I called your mother to complain, but I don't see it's doing any good.

(During this scolding, Juan looks down and Robert looks the teacher in the eye).

Teacher (angrily): Robert, how dare you look me in the face! You're staying after school if you can't show more respect.

En español:

Juan y Roberto llegan tarde a la clase. El maestro es hispano.

Maestro: ¿Por qué han llegado tarde de nuevo?

Robert: Se nos fue el autobús.

Maestro: Estoy cansado de escuchar las excusas que me dan. Llamé a sus mamás y les dí las quejas, pero no veo la manera de que Vds. aprendan.

(Durante este regaño, Juan mira hacia abajo y Robert mira a su maestro directamente)

Maestro (muy bravo): Robert, ¿cómo te atreves a mirarme a la cara? Te vas a quedar castigado después que se terminen las clases si no me muestras más respeto.

Greetings and Farewells*-
Saludos y Despedidas

I. *Situation: Two girl friends meet on the street. They haven't seen each other for two months.*
Situación: Dos amigas se encuentran en la calle. Hace dos meses que no se han visto.

(Note the difference in non-verbal communication between North American culture and Hispanic culture in the same situation)
(Note la diferencia de gestos entre la cultura norteamericana y la hispana en el siguiente diálogo).

A. *North American customs* / Costumbres norteamericanas

The girls meet on the street, stop, but they don't touch

Susan: Hi! How're you doing?

Mary: Okay. What's new?

Susan: Not much. Listen, I gotta go.

Mary: See you later.

Susan: Bye.

They walk away in opposite directions.

B. *Hispanic customs* / Costumbres hispanas

Las muchachas se encuentran en la calle, se paran, y se saludan besándose en las mejillas.
Susana: Hola. ¿Cómo estás?

María: Bien, ¿y tú?

Susana: Bien, gracias.

María: Mira, me tengo que ir. Te veo. Hasta luego.

Susana: Hasta luego. Adiós.

Al despedirse se besan de nuevo.

(CONTINUED)

DIALOGUES OF GREETING AND FAREWELL* (CONTINUED)

DIÁLOGOS DE SALUDOS Y DESPEDIDAS

II. *Situation: Two good friends (male) meet on the street.*
Situación: Dos amigos se encuentran por la calle.

A. *North American customs* / Costumbres norteamericanas

The boys meet on the street, stop, and "give each other five" as they meet. After that, they don't touch, keeping their hands in their pockets.

John: Hi! How're you doing?

Peter: Okay. What's new?

John: Not much. Listen, I gotta go.

Peter: See you later.

John: See you.

They walk away in opposite directions.

B. *Hispanic customs* / Costumbres hispanas

Los muchachos se encuentran en la calle. Se saludan dándose las manos y al mismo tiempo se dan unos golpecitos con la mano libre, en los hombros.

Juan: Hola. ¿Cómo te va?

Pedro: Bien. ¿Y tú?

Juan: Bien, gracias.

Pedro: Mira, me tengo que ir. Te veo. Hasta luego.

Juan: Hasta luego. Adiós.

Al despedirse vuelven a repetir los mismos gestos que cuando se encontraron

(CONTINUED)

DIALOGUES OF GREETING AND FAREWELL* (CONTINUED)

DIALOGOS DE SALUDOS Y DESPEDIDAS

III. *Situation: Meeting a stranger (introductions).*
Situación: Conociendo a una nueva persona.

A. *North American customs/* Costumbres norteamericanas

1. John, Jim, and Joe are North American teenagers.

All 3 boys keep their hands in their pockets or at their sides throughout.

John: Jim, this is my friend Joe.

Jim: Hi, how're you doing?

Joe: Hi.

2. Bill, Henry, and Bob are North merican men.

Bill: Henry, I'd like you to meet my partner, Bob Banks.
Henry: (Shakes Bob's hand) Glad to meet you.

Bob: My pleasure.

3. Among North American women: the above dialogue can be used without the handshake.

Hispanic customs / Costumbres hispanas

En el siguiente diálogo los mismos gestos se llevan a cabo entre los adultos o los adolescentes.

Juan: Julio, te presento a un amigo.

Julio y Pedro se dan las manos. Al mismo tiempo cada uno dice su nombre seguido por las palabras: "encantado" o "mucho gusto."

(CONTINUED)

DIALOGUES OF GREETING AND FAREWELL * (CONTINUED)

DIALOGOS DE SALUDOS Y DESPEDIDAS

IV. *Situation: between parent and child*
Situación: entre padre e hijo

Write your own dialogues, keeping in mind the following:

- In Hispanic culture, parents always kiss their children hello and good-bye, without regard to the age or sex of the latter. Another Hispanic custom, especially common in Puerto Rico, is asking for a blessing. Usually, when children (of any age) leave the house or return, they ask for their parents' blessing by saying "Bendición". The parents answer: "Let God and the Virgin Mary go with you" or "God bless you" or "God protect you" (for the Spanish, see below.

- In North American culture, kissing the son or daughter depends on the customs of each family, although fathers never kiss their sons after the age of 10 or so.

Escriban sus propios diálogos, teniendo en cuenta lo siguiente:

- En la cultura hispana, los padres siempre saludan y se despiden de sus hijos besándoles, sin importarles la edad o el sexo de los mismos. Los hijos responden de la misma manera.Además, entre las costumbres hispanas sobre todo en Puerto Rico, se da la bendición. Regularmente cuando los hijos salen de la casa o llegan, ellos le piden "la bendición" a sus padres, y éstos les responden : "que Diós y la Vírgen te acompañen" o "que Diós te bendiga" o "que Diós te proteja."

- En la cultura norteamericana, el besar a los hijos depende de las costumbres individuales de cada familia, aunque un padre nunca besa a su hijo después de cierta edad (aproximadamente a los 10 años).

*NOTE: THE FOUR DIALOGUE SITUATIONS ABOVE CAN ALSO BE USED TO PRACTICE PROXEMICS, THE DISTANCE BETWEEN PEOPLE WHEN THEY'RE TALKING. NORTH AMERICANS TEND TO MAINTAIN A BIGGER DISTANCE BETWEEN INDIVIDUALS IN CONVERSATION, AND HISPANICS TEND TO STAND CLOSER. THIS DIFFERENCE SHOULD BE TAKEN INTO ACCOUNT WHEN PERFORMING THE ABOVE.

*NOTE: Los 4 diálogos anteriores pueden también ser usados para practicar "proxemics" que es la distancia guardada por las personas cuando están hablando. Los norteamericanos mantienen más distancia entre ellos cuando hablan que los hispanos. Esta diferencia debe tenerse en consideración cuando se ejecuten los diálogos.

QUESTIONNAIRE / CUESTIONARIO

Family Size - Tamaño de la Familia

1. How many brothers and sisters do you have?
   ¿Cuántos hermanos y hermanas tiene Vd?

2. How many brothers and sisters does or did your mother have?
   ¿Cuántos hermanos y hermanas tiene o tenía su madre?

3. How many brothers and sisters does or did your father have?
   ¿Cuántos hermanos y hermanas tiene o tenía su padre?

4. How many brothers and sisters did your mother's mother have?
   ¿Cuántos hermanos y hermanas tenía su abuela por parte de madre?

5. How many brothers and sisters did your mother's father have?
   ¿Cuántos hermanos y hermanas tenía su abuelo por parte de madre?

6. How many brothers and sister did your father's mother have?
   ¿Cuántos hermanos y hermanas tenía su abuela por parte de padre?

7. How many brothers and sisters did your father's father have?
   ¿Cuántos hermanos y hermanas tenía su abuelo por parte de padre?

8. How many children do you plan to have?
   ¿Cuántos hijos piensa tener Vd?

9. Why?
   ¿Por qué?

Growing Up-Creciendo

Find out from your parents the answers to these questions:
Averigüe con sus padres las respuestas a las siguientes preguntas.

1. *At what age did I first walk?*
   ¿A qué edad caminé por primera vez?
2. *When did I stand up?*
   ¿Cuándo me paré?
3. *When did I first drink a bottle by myself?*
   ¿ Cuándo empecé a beber solo de la botella?
4. *When did I feed myself?*
   ¿Cuándo empecé a alimentarme por mí mismo?
5. *When was I weaned?*
   ¿A qué edad yo fui destetado?
6. *When did I start to talk?*
   ¿Cuándo empecé a hablar?
7. *When did I stop sleeping in diapers?*
   ¿Cuándo dejé de usar culeros?
8. *When did I start to dress myself?*
   ¿Cuándo me vestí por mi mismo?
9. *When did I learn to bathe myself?*
   ¿Cuándo me bañé por mí mismo?
10. *When did I start walking to school alone?*
    ¿Cuándo fui a la escuela sólo?
11. *When did I learn to read?*
    ¿Cuándo aprendí a leer?
12. *When did I learn to ride a bicycle?*
    ¿Cuándo aprendí a montar bicicleta?
13. *When did I first go to the store alone?*
    ¿Cuándo fui a la tienda solo por primera vez?
14. *When did I first take a bus alone?*
    ¿Cuándo tomé el autobús por mí mismo?
15. *When was the first time I went to the movies without an adult?*
    ¿Cuál fue la primera vez que me dejaron ir al cine sin un adulto?

WORKSHEET / HOJA DE TRABAJO

Family Discipline-Disciplina Familiar

1. *What do North American parents consider to be the worst form of misbehavior for children? List 3./* Los padres norteamericanos, ¿cuáles considerarían las formas de conducta peores en sus hijos?

2. *What do Hispanic parents consider to be the worst forms of misbehavior for children? List 3./* ¿Cuáles son peores según los padres hispanos?

3. *How are children punished?/* ¿De qué forma son castigados los niños?
   *In North American families?/*En familias norteamericana

   In Hispanic families?/ En familias hispanas:

4. *Who in the family is responsible for discipline?* ¿Quién es responsable por la disciplina en la familia?
   In North American families?/ En familias norteamericana

   In Hispanic families?/ En las familias hispanas:

INTERVIEW / ENTREVISTA

Dating and Marriage — Noviazgo y Matrimonio

Interview someone from Latin America about the dating and marriage customs / Entrevistar a un norteamericano

*country*_____
país

1. *At what age is it acceptable for a girl to go out on a date alone with a boy?*/ ¿A qué edad debe salir una muchacha sóla con un hombre?

2. *What is the length of the average engagement?*/ ¿Cuánto tiempo está comprometida una muchacha antes de casarse?

3. *What is the longest engagement you ever heard of? Is that common?*/ ¿Cuál es el compromiso más largo del que Vd. ha oído hablar? ¿Es común que ésto suceda?

4. *How do people get engaged?*/ ¿Cómo se comprometen dos personas para casarse? ¿Entre ellos o hablando con los padres?

5. *Does a girl get a ring when she gets engaged? What kind of ring? Where is it worn? Does a man get a ring when he gets engaged?*/ ¿Recibe la muchacha un anillo cuando se compromete? ¿Qué clase de anillo? ¿En qué mano y en qué dedo se lo pone? ¿Recibe el novio un anillo cuando se compromete?

6. *Who plans the wedding?* / ¿Quién planea la boda?

7. *Is it acceptable for an engaged couple to live together?* ¿Está bien que los novios vivan juntos antes de casarse?

8. *Who pays for the wedding?*/ ¿Quién paga los gastos de la boda?

9. *Who is responsible for buying the household items (including furniture) for after the wedding—the bride, the groom, or both?* / ¿Quién compra todo lo de la casa, incluyendo muebles para después de la boda: la novia, el novio, o ambos?

(CONTINUED)

DATING AND MARRIAGE CUSTOMS INTERVIEW (CONTINUED)

NOVIAZGO Y MATRIMONIO

10. *Is there a bridal shower? What's it like? Who attends? Who gives it?* ¿Se le da a la novia una despedida de soltera? ¿Cómo es? ¿Quién la da? ¿Quiénes asisten?

11. *Is there a party for the groom? What's it called?* ¿Se le da alguna fiesta al novio antes de la boda? ¿Cómo se llama?

12. *Is a civil ceremony required (to be legally married)?* ¿Se requiere una ceremonia civil o sólo es necesario la ceremonia religiosa?

13. *Does the bride get a ring during the wedding ceremony? Where is it worn?/* ¿Recibe la novia un anillo cuando se casa? ¿En qué mano se lo pone?

14. *Does the groom get a ring? Where is it worn? /* ¿Recibe el novio un anillo cuándo se casa? ¿En qué mano se lo pone?

15. *Does the woman change her name when she marries? Explain.* ¿Cambia de apellido la mujer cuándo se casa? Explique.

16. *What does the bride wear? What does the groom wear?* ¿Cómo se viste la novia al casarse? ¿El novio?

17. *Is a marriage license necessary? How and where is it obtained? /* ¿Se necesita una licencia de matrimonio? ¿Dónde se obtiene? ¿Cómo se obtiene?

18. *How are people invited to the wedding?/* ¿Cuánta gente se invita a la boda?

19. *What about honeymoons?* ¿Luna de miel?

20. *Where are the wedding receptions usually held?* ¿Dónde se hacen las recepciones o fiestas de matrimonio?

21. *Is divorce common? /* ¿Es común el divorcio?

Wedding Vocabulary–
Vocabulario de Bodas

FOR THE NORTH AMERICAN STUDENT: Find out the meaning of the following terms.

novio -

declaración -

madrina de boda -

padrino de boda -

damas de honor -

fugarse -

luna de miel -

despedida -

PARA EL ESTUDIANTE HISPANO: Busque el significado de las siguientes palabras.

going steady -

shower -

maid of honor -

matron of honor -

bridesmaid -

best man -

usher -

flower girl -

ringbearer -

elope -

honeymoon -

mistress -

Tardiness - Tardanzas

1. *If you are invited to a party for 8:00, at what time would it be polite to arrive?* /Si Vd. está invitado a una fiesta a las 8:00 p.m. ¿a qué hora se considera propio que llegue?
2. *If you arrived at 8:00 sharp, and your host was still getting dressed, what would you think?* Si Vd. llega a las 8:00 y su anfitrión se está vistiendo todavía, ¿qué pensaría Vd?
3. *What would your host think if you arrived at 9:30?* ¿Qué impresión causaría si llegara Vd. a las 9:30?
4. *If you were giving a party and you wanted your guests to arrive at 8:00, at what time would you tell people to come?* /Si Vd. da una fiesta y quiere que los invitados estén en su casa a las 8:00, ¿a qué hora les diría que vinieran?
5. *If you had a dentist appointment for 2:00, at what time would you arrive?/* Si Vd. tiene una cita con el dentista a las 2:00, ¿a qué hora llegaría a la misma?
6. *If you had a job interview scheduled for 2:00, at what time would you arrive?* /Si Vd. tiene una entrevista de trabajo a las 2:00,¿a qué hora llegaría a la misma?
7. *If the boss were not there at 2:00, what would you think?* / Si su jefe le da una entrevista para las 2:00 y él no está en la oficina a esa hora, ¿qué pensaría Vd. de él?
8. *If you arrived late, what would the boss think?* Si Vd. llegara tarde a la misma cita, ¿qué pensaría su jefe?

Waiting in Line – Esperando [Las Colas]

Adapted from *Nonverbal Communication*, by Carmen Judith Nine Curt

Situation: A clothing store.
Situación: Una tienda de ropa.

A. *In the United States*/ En los Estados Unidos

Clerk: *May I help you?*

Customer #1: *Do you have any winter gloves?*

Clerk: *We have some. Look at these. Do you like them? (Shows him a pair of gloves).*

Meanwhile, Customer #2 approaches.

Customer #2: *Excuse me, do you have...*

Clerk: *(Cuts him off). Please wait your turn, sir. I'll be with you in a moment.*

B. *In Latin America* / En América Latina

Cliente #1: ¿Tiene guantes de invierno?

Empleado: Tenemos unos pocos. Mire éstos. ¿Le gustan? (Le enseña un par de guantes)

Mientras tanto, el empleado ve otro cliente acercándose. Lo mira.

Cliente #2: (Espera hasta que el empleado lo mire y le dice:)
Mire, ¿tiene corbatas color azul claro?

Empleado: Sí, como no. Fíjese en éstas.

INTERVIEW OR QUESTIONNAIRE

ENTREVISTA O CUESTIONARIO

Who Pays?-¿Quién Paga?

1. *If you invite a friend to go out to Friendly's for an ice cream, who pays?*
   Si Vd. invita a un amigo a tomar un helado, ¿quién pagaría?

2. *If you ask your friend to borrow a dime to make a phone call because you're out of change, will you return the dime when you get change? Will your friend take it?*
   Si Vd. le pide a su mejor amigo diez centavos para hacer una llamada por teléfono, ¿le devolvería Vd. los diez centavos más tarde? ¿Aceptaría su amigo este dinero?

3. *If your sister is getting married, who pays for the wedding*
   Si su hermana se va a casar, ¿quién pagaría los gastos de la boda?

4. *If you go out on a date to the movies, who pays?*
   Si dos novios van al cine, ¿quién pagaría las entradas?

5. *You are going to college, and even though you have received some financial aid, it doesn't cover all the costs. Who pays for the remainder of the cost of your college education, you or your parents?*
   Vd. desea ir a la universidad, pero la ayuda financiera que le han dado no le alcanza para cubrir los gastos del primer año. ¿Quién pagaría el resto del dinero que Vd. necesita, sus padres o Vd?

INTERVIEW / ENTREVISTA

Sports - Los Deportes

Interview someone from another country./
Entrevistar a alguien de otro país.

country/país: _____

1. *List the most popular spectator sports./* ¿Cuáles son los deportes más populares que se ven en su país?

2. *List the most popular sports that girls participate in.* ¿Cuáles son los deportes en los que las muchachas participan con más frecuencia?

3. *List the most popular sports that boys participate in.* ¿Cuáles son los más populares entre los muchachos?

4. *List the most popular sports that boys and girls play together./* ¿En cuáles deportes participan muchachos y muchachas juntos?

5. *List 3 sports that are not played at all or very little.* Nombre 3 deportes que no se practiquen o que se practiquen muy poco?

6. *Name one famous sports figure and what sport he or she was famous for/* Nombre una figura famosa del mundo de los deportes y diga en cual de ellos se hizo famoso/a.

WORKSHEET / HOJA DE TRABAJO

Common Foods - Comidas Típicas

1. *List all the countries represented in the class and name a traditional food for each./* Nombre una comida típica de cada uno de los países representados en la clase.

2. *What foods would be eaten at a barbecue in the U.S. to celebrate the 4th of July?* ¿Qué comería una familia norteamericana el 4 de julio?

3. *What food is always served with turkey in the U.S?* En una casa norteamericana, ¿qué se sirve con pavo?

4. *When are rice and beans eaten in Puerto Rico?* En Puerto Rico, ¿Cuándo se come arroz con habichuelas?

5. *At what time is dinner served in Latin homes? At what time is it served in NorthAmerican homes?* ¿A qué hora se sirve la comida por la noche? ¿En familias hispanas? ¿En familias norteamericanas?

6. *When is the main meal served in each culture?* ¿A qué hora se sirve la comida principal en cada cultura?

7. *What is the most popular alcoholic beverage of the Caribbean?* ¿Cuál es la bebida típica del Caribe?

8. *What is a taco? What is a Puerto Rican pastel?* ¿Qué es un taco? ¿Un pastel puertorriqueño?

9. *What Latin and what NorthAmerican foods are made from corn meal? /* ¿Cuáles comidas latinas y norteamericanas son hechas de maíz?

10. *What is soul food?* ¿Qué significa soul food en inglés?

11. *What drink is served to children at meals in each cultur* En cada cultura, ¿qué bebida se les da a los niños con la comida?

WORKSHEET / HOJA DE TRABAJO

Religions - Religiones

1. *What are the major religions of the United States?* ¿Cuáles son las religiones de los Estados Unidos?

2. *What percentage of the population is affiliated with each?* / ¿Qué por ciento de la población pertenece a cada una?

3. *What are the major religions of Puerto Rico, and what percentage of the population belongs to each?* ¿Cuáles son las religiones de Puerto Rico, y qué por ciento de la población pertenece a cada una?

4. *List the other Latin American countries represented in the class, and write the religious affiliations of the population.* / Cite todos los otros países representados en la clase y para cada uno escriba las religiones principales.

INTERVIEW / ENTREVISTA

Funeral Customs–
Costumbres Funerarias

Interview someone from the other culture to find out how the following questions would be answered.
Entreviste a alguien de la otra clase para averiguar las respuestas a las siguientes preguntas:

1. *After someone dies, where is the body kept before burial?* / Antes del entierro ¿dónde se expone el cuerpo del difunto?

2. *Explain what is meant by the terms "funeral", "wake", and "burial."* Explique el significado de las palabras "funeral", "velorio", "entierro."

3. *What happens at the wake?* / ¿Qué pasa durante el velorio?

4. *Where does it take place?* /¿Dónde se lleva a cabo el velorio?

5. *How long is the corpse allowed to remain before burial?*/ ¿Por qué tiempo se vela el cuerpo antes del entierro?

6. *Is the coffin open or closed?*/ ¿Está el ataúd abierto o cerrado?

7. *How long does the wake last?*/ ¿Cuánto tiempo dura el velorio?

8. *Is food or alcohol served?* / ¿Se sirve comida o alcohol?

9. *What is the atmosphere like?*/ ¿Cómo es el ambiente?

10. *What are the mourners expected to say to the family?* ¿Qué le dicen los asistentes a la familia?

FUNERAL CUSTOMS INTERVIEW (CONTINUED)

COSTUMBRES FUNERARIAS

11. *What are mourners expected to do when they arrive at the wake?* /¿Qué se supone que los asistentes hagan cuando lleguen al velorío?

12. *Are there death notices in newspapers?*
¿Se publica en los periódicos la noticia del fallecimiento de las personas?

13. *Are people ever cremated?*
¿Se incinera el cuerpo de las personas que lo pidan?
¿Es común que ésto se haga?

14. *Describe a graveyard. Where are they located?*
Describa un cementerio. ¿Dónde están localizados?

15. *Are any superstitions linked to graveyards? Describe.*
¿Qué vínculo hay entre los cementerios y las supersticiones? Explique.

16. *Do all mourners go to the burial?* / De todas las personas que asisten al velorio, ¿cuántos van al entierro?

17. *What is the cost of a funeral?*
¿Cuánto cuesta un funeral?

18. *Are mourners supposed to dress in any special color?*
¿De qué color se visten los familiares del difunto?

19. *Explain the term* luto. ¿Qué significa luto?

20. *Explain the term in mourning*. ¿Qué significa el término *in mourning*?

WORKSHEET / HOJA DE TRABAJO

Holidays - Días de Fiesta

North American students: Below is a list of holidays celebrated in Latin America. Next to each write:
a) name in Spanish
b) how it is celebrated
c) date celebrated

1. *Christmas Eve:* a)

   b)

   c)

2. *Christmas:* a)

   b)

   c)

3. *New Year's Eve:* a)

   b)

   c)

4. *New Year's Day:* a)

   b)

   c)

5. *Epiphany:* a)

   b)

   c)

6. *Valentine's Day:* a)

   b)

   c)

7. *Easter* a)

   b)

   c)

8. *Columbus Day:* a)

   b)

   c)

SPANISH VERSION OF HOLIDAY WORKSHEET

DÍAS DE FIESTA: HOJA DE TRABAJO EN ESPAÑOL.

Estudiantes hispanos: Debajo encontrará una lista de días festivos que se celebran en los EEUU. Al lado de cada uno:
a) traduzca el nombre al inglés
b) explique como se celebra
c) diga en que fecha se celebra

1. Navidad: a)

   b)

   c)

2. Día de la Raza: a)

   b)

   c)

3. Año Viejo: a)

   b)

   c)

4. San Valentín: a)

   b)

   c)

5. Día de Dar Gracias: a)

   b)

   c)

6. Día de la Bruja: a)

   b)

   c)

7. Domingo de Resurrección: a)

   b)

   c)

WORKSHEET / HOJA DE TRABAJO

Independence Days~
Fechas de Independencia

DIRECTIONS: List all the countries represented in the class. Then interview representatives from each country to find out information about independence celebrations. Follow the format of the sample below, and use the back if necessary. Include the United States and Puerto Rico.

INSTRUCCIONES: Haga una lista de todos los países representados en la clase. Entreviste a un representante de cada país para que le de información acerca de la fecha de independencia de su país. Siga la misma forma del ejemplo que se ofrece a continuación. Use la parte de atrás si es necesario. Incluya Puerto Rico y los Estados Unidos.

Country
País _____ *Date of Independence*
Fecha de Independencia_____

Country from which independence was gained:
País del cual se independizó: _____

How it is celebrated every year:
¿Cómo se celebra cada año?_____

_____

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Christmas Carols–
Villancicos de Navidad

We Wish You a Merry Christmas

We wish you a merry Christmas,
We wish you a merry Christmas,
We wish you a merry Christmas,
And a Happy New Year!

Felicidades

Les deseamos felicidades
Les deseamos felicidades
Les deseamos felicidades
Y un feliz año nuevo.

Jingle Bells

Jingle Bells, jingle bells,
Jingle all the way.
Oh, what fun it is to ride
In a one-horse open sleigh.

Dashing through the snow
In a one-horse open sleigh
Over fields we go
Laughing all the way!

Bells on bobtails ring
Making spirits bright
Oh what fun it is to sing
A sleighing song tonight!

Jingle bells, jingle bells,
Jingle all the way.
Oh, what fun it is to ride
In a one-horse open sleigh.

Cascabel

Cascabel, cascabel, lindo
cascabel
Con sus notas de alegría
va diciendo él;
Cascabel, Cascabel, lindo
cascabel
Con sus notas de alegría
va diciendo él.

Ha llegado Navidad
La familia alegre está
Celebrando Nochebuena
En la paz del dulce hogar.

(coro repite)

Ha llegado el día bueno
en que nos reunimos
Celebrando Navidades
Y esperando el año nuevo.

Cascabel, cascabel, lindo
cascabel
Con sus notas de alegría
va diciendo él.
Cascabel, cascabel, lindo
cascabel
Con sus notas de alegría
va diciendo él

INTERVIEW / ENTREVISTA

School Systems–Sistemas Escolares

North American students:
Interview a Latin American about the educational system in his or her country:

country: _____

1. *Are the schools co-ed in your country?*
   ¿Asisten juntos a las mismas escuelas los muchachos y las muchachas en su país?
2. *Do you have kindergarden?*
   ¿Tienen kindergarden?
3. *At what age do children start school?*
   ¿A qué edad empiezan los niños en la escuela?
4. *Does the school system have 12 grades?*
   ¿Tienen las escuelas 12 grados?
5. *What subjects are taught in high schools? Are they all required?*
   ¿Cuáles son las materias que se dan al nivel secundario? ¿Los estudiantes pueden escoger?
6. *Do the schools provide books?*
   ¿Le dan libros en las escuelas?
7. *Do students wear uniforms? Describe them.*
   ¿Se usan uniformes? ¿Cómo son?
8. *Do high school students change classes as in the U.S.?*
   ¿Cambian de salón los estudiantes secundarios como aquí?
9. *What are the school hours for each level?*
   ¿Cuáles son las horas escolares?
10. *Up to what age are students required by law to attend school?*
    ¿Hasta qué edad es requerido por la ley asistir a la escuela?
11. *What percentage of the population is literate?*
    ¿Qué por ciento de la población sabe leer y escribir?
12. *What form of transportation do students take to school?*
    ¿Qué medios de transporte se utilizan para ir a la escuela?

(CONTINUED)

SCHOOL SYSTEMS WORKSHEET (CONTINUED FROM PREVIOUS PAGE)

13. *What is the average class size?*
¿Cuál es el promedio de estudiantes en una clase?

14. *Describe the school buildings.*
¿Cómo son los edificios escolares?

15. *Is physical punishment in the schools legal?*
¿Es legal que un maestro le pegue a un estudiante ?

16. *Does the school provide lunch?*
¿Es almuerzo suministrado en las escuelas?

17. *What is discipline like?*
¿Cómo es la disciplina?

18. *How much do the universities cost?*
¿Cuánto cuesta una educación universitaria?

19. *How many colleges are there in the country?*
¿Cuántas universidades hay en su país?

20. *Does the government provide financial aid for college?*
¿Suministra el gobierno alguna ayuda financiera para los estudiantes universitarios?

INTERVIEW / ENTREVISTA

Changes in Education – Cambios en la Educación

DIRECTIONS: Interview the oldest member of your family.
INSTRUCCIONES: Entrevistar al miembro más viejo de su familia.

1. *Where did you go to school? /* ¿Dónde asistió a la escuela?

2. *Up to what grade did you study?/* ¿Hasta qué grado estudió?

3. *When you were growing up, did everyone have the chance to go to school?/* Cuando Vd. era jóven, ¿todo el mundo tenía la misma oportunidad de ir a la escuela?

4. *Up to what grade did most people go to school?/* ¿Hasta qué grado la mayoría de las personas estudiaban?

5. *Did boys and girls go to school together? /* ¿Asistían a la misma escuela jovenes de ambos sexos?

6. *Did girls usually stay in school as long as boys? /* ¿Permanecían en la escuela las muchachas, el mismo tiempo que los muchachos?

7. *What are the biggest changes that you see between the schools today and the schools in your day? /* ¿Cuáles son los mayores cambios que Vd. ha observado entre las escuelas de hoy y las escuelas de su época?

8. *Do you think that there is a difference in students' attitudes today? /* ¿Cree Vd. que hay alguna diferencia entre la actitud de los estudiantes de hoy en día comparándolos con los de años anteriores? Explique.

9. *In the attitude of teachers? /* ¿En la actitud de los maestro hoy en día?

10. *Do you think that young people have more opportunities to study today (in your country)?/*¿Cree Vd. que la juventud tiene mas oportunidades de estudio en la actualidad en su país? Explique.

Emigration-La Emigración

1. Country: Bejucal, Cuba. Year: 1980. The Perez family

   a) Sr. Perez, 40 years old, carpenter. Feels that the situation in Cuba is intolerable because of the lack of food and freedom of speech.
   b) Sra. Perez, 38 years old, factory worker. She has heard that in the U.S. the government does not force women to work as they do in Cuba, and she would like to quit her job and stay home with her children.
   c) Dona Ramona, 60, (grandmother). She is under medical treatment for diabetes and is afraid that they will not have the money to pay for medical treatment, medicine, etc. in the U.S. Medical treatment is free in Cuba.
   d) Rosa, 15 years old, high school student. Although she has free education, she is sick of the requirement that all high school students must work part-time in the fields without pay.
   e) Arturo, 15, student. He was very impressed by the stories he heard when his cousin from Miami came and visited and told of the stereos, cars, tape recorders, clothes, etc. that anybody can buy in the U.S.
   f) Alfonso, 18, student. He is not allowed to leave the country because he is of military age, so the family will have to leave him behind.
   g) Maura, 18, Alfonso's wife, Communist party member. She is committed to staying in Cuba to build the revolution.

2. Country: Ponce, Puerto Rico. Year: 1980. The Gonzalez family:

   a) Sra. Gonzalez, age 40, widow. The only job that she has been able to find pays $1.50 an hour, and since the cost of living is the same as it is in the U.S., she thinks that her ability to support her family might improve if she moves to Boston.
   b) Maria, 15, student. She has heard from a friend about the racial problems in Boston, and she does not like the cold.
   c) Alicia, 18, secretary. She does not want to leave her boyfriend.
   d) Don Pedro, 70, (grandfather). He lives on a small farm and does not want to leave his chickens, pigs, vegetable garden, or weekly domino game.
   e) Juan, 16, student. Wants to go to college to study computers, and has heard about the many colleges in the Boston area.

(CONTINUED)

EMIGRATION ROLE-PLAY SITUATIONS (CONTINUED)

EJERCICIOS DRAMÁTICOS ACERCA DE LA EMIGRACIÓN

3. The family below is deciding whether to remain in Bosto
Time: 1980. The Medero family:

   a) Sr. Medero, 45 years old, dishwasher in a Boston restaurant. His salary is double that which he made in El Salvador, and he is able to send his wife, still in El Salvador, $50 a month. He is in Boston on an expired tourist visa.
   b) Pedro, 18, dishwasher. Some of his friends in El Salvador have been shot because of the political repression by the army, and he knows he will be in danger if he goes back, although he feels that perhaps he should risk going back to join the rebel forces.
   c) Julio, 15, student. He would like to go back to school but can't because of his illegal status. He has not been able to find a job in Boston and wants his father to move back with him.
   d) Gilberto, 19, factory worker. The immigration department has just made a raid on his job, and he was caught because he could not produce a Green Card. Because he doesn't have papers, he is being sent back to El Salvador tomorrow.
   e) Margarita, 16, works part-time for a cleaning company at below minimum wage. She is nervous about being caught, and doesn't like the lifestyle of constant worry. Her brothers think she should marry an American citizen so that she can get legal residency.

4. Country: Cork County, Ireland. Time: 1830. There has just been a failure of the potato crop, the family' staple food, and some neighbors have already died from hunger. The McCarthy family:

   a) Mr. McCarthy, 50 years old, farmer. He isn't sure that he can feed his family if they remain in Ireland.
   b) Mrs. McCarthy, 40, also works on the farm. She has heard from a cousin in Boston about the discrimination against the Irish, and is worried her husband will not be able to get work.
   c) Rory, 19, also works on the farm. He has heard about the streets that are paved with gold in the U.S., and wants to seek his fortune.
   d) Maureen, 18, also works on the farm. She doesn't want to leave her fiancee and friends.

(CONTINUED)

EMIGRATION ROLE-PLAY SITUATIONS (CONTINUED)

EJERCICIOS DRAMÁTICOS ACERCA DE LA EMIGRACIÓN

5. Country: Americus, Georgia. Time: 1960. Family is deciding whether to move to Boston. The Jones family:

   a) Mr. Jones, 40, has just been laid off from his job as a plumber. He has been looking for work for 2 months, and heard about the better opportunities for work in the Northern cities.
   b) Mrs. Jones, 35, housewife, has heard that Blacks are not allowed in unions in the North, and is afraid that her husband won't be able to work as a plumber.
   c) Billy, 15, high school student in a segregated school. Feels he will get a higher quality education in an integrated school, so he wants to leave the South.
   d) Mrs. Anderson, 75, (grandmother). She is nervous about reports of high crime in the cities of the North.
   e) Shirley, 13, doesn't want to leave her pet lamb.
   f) George, 18, has just accepted a job at a steel company up North from a recruiter the company sent down to Georgia.

WORKSHEET / HOJA DE TRABAJO

Immigration - La Inmigración

After viewing the Emigration Role-Play Exercises, answer these questions:
Después de ver los ejercicios dramáticos acerca de la emigración, responda las siguientes preguntas:

1. *How is the situation of the immigrant of today similar to that of families immigrating in the past? Give examples from the situations you observed in the role play exercises.* / ¿Cuáles son las similaridades entre una familia que emigró de su país hace años y una familia que acaba de emigrar ahora? Dé ejemplos de acuerdo con la situaciones observadas en los ejercicios dramáticos.

2. *How is the situation of the immigrant of today different from that of families immigrating in the past* ¿Cuáles son las diferencias entre los inmigrantes de hoy y los de años anteriores? Explique.

3. *Do you think discrimination in this country is getting better or worse? Explain.*
¿Cree Vd. que hay más o menos descriminación en este país ahora que en años anteriores? Explique.

4. *Do you think the attitudes in the U.S. toward the Irish and Blacks have changed? Explain.*
¿Cree Vd. que los actitudes en los EEUU hacia los irlandeses y las personas de color han cambiado? Explique.

5. *Do you think North Americans will change their attitudes toward Hispanics immigrating to the U.S? Explain.*
¿Cree Vd. que los norteamericanos cambiarán su actitud hacia los inmigrantes hispanos? Explique.

6. *Have you personally experienced an instance of discrimination? Describe what happened, how you felt, and how you dealt with it.* Personalmente ¿se ha sentido Vd. déscriminado alguna vez. Explique.

INTERVIEW / ENTREVISTA

Immigrants Today-Los Emigrantes de Hoy

DIRECTIONS: Interview someone who comes from another country, including Puerto Rico.

1. *Where are you from?*/¿De dónde es Vd?

2. *How long have you been here?*/ ¿Cuánto tiempo hace que está aquí?

3. *For what reasons did your family immigrate?*/ ¿Cuáles fueron las razones por las cuales su familia emigró?

4. *How did you feel when you were told you were coming to the U.S?*/ ¿Cómo Vd. se sintió cuando le dijeron que venía a este país?

5. *What were your feelings the first day you arrived?*/¿Cómo se sintió al llegar?

6. *With whom did you come?*/ ¿Con quién vino?

7. *What jobs did your parents have in your country? What are their jobs here?*/ ¿En qué trabajaban sus padres en su país? ¿Tienen el mismo trabajo ahora?

8. *Mention some of the difficulties you had at the beginning.* ¿Cuáles fueron las dificultades que encontró al principio?

9. *Do you like the U.S.A? Why or why not?*/ ¿Le gusta la vida aquí? ¿Sí o no? Explique.

10. *Do you have any regrets about coming to the U.S? Explain.* ¿Hay alguna razón por la que esté arrepentido de haber venido

11. *How do the people in your country feel about America or Americans?*/ ¿Cómo se sienten en su país acerca de los norteamericanos?

12. *How do you think you have changed since you came to the U.S:* ¿Vd. cree haber cambiado desde que llegó a este país?

13. *Are you planning to go back or become a U.S. citizen?* ¿Tiene planes de regresar a su país o piensa sacar la ciudadanía?

14. *What would you advise a person who just arrived?*/ ¿Qué le recomendaría a una persona que acaba de llegar?

*NOTE: The above questions were adapted from Patricia Arredondo-Dowd's curriculum, "Cross-Cultural Experiences," with permission

STUDENT EVALUATION - EVALUACION ESTUDIANTIL

1. *Name 5 new facts you learned through this program:*
   De 5 ejemplos de conocimientos adquiridos a través de este programa.

2. *List those facts that surprised you the most:*
   ¿Qué le sorprendió más de lo que ha aprendido?

3. *Which activity did you enjoy the most? Why?*
   ¿Qué actividad le gustó más? Explique.

4. *Which activity did you like the least? Why?*
   ¿Qué actividad le gustó menos? Explique.

5. *Do you have any suggestions for future activities for other groups participating in the program?*
   ¿Tiene alguna sugestión que podamos usar en el futuro con otros grupos que deseen participar en el programa?

6. *Did you make any friends? Explain.*
   ¿Hizo Vd. amistades nuevas?

7. *Do you feel your Spanish improved through the activities you participated in? Do you have more confidence in it?*
   ¿Piensa Vd. que su inglés ha mejorado a través de las actividades que ha ejecutado?

Use the back to write additional comments and reactions.
Use la parte de atrás de esta hoja para poner comentarios adicionales.

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